

THE SCHOOL JOURNAL.

NEW YORK AND CHICAGO.

VOL. XXXI.—NO. 25.
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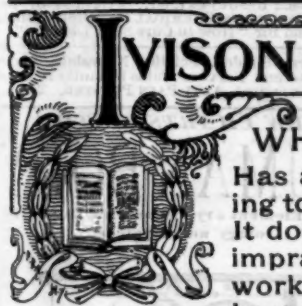
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Truth is a circle, the soul an arc,
Holding the helm of this mortal barque;
Sailing over the fathomless brine
Of the sea of the world for a port divine.

The foolish pilot may drop the lead
In the unfathomed sea, but overhead
Is the mighty North that I know is mine
To guide me over the trackless brine.

The clouds of night are dark and wet;
Strap the helm; let the sail be set;
Clouds may curtain the northern star,
Safe in the ship I sail afar.

The sun goes down, but Polaris' fire,
Unseen, discloses my soul's desire,
And, fearing nothing, I sail afar
In the midst of the ship I bear the star.

"When the French dancing-master gave it as his honest opinion that all the evils which afflict mankind spring from men's ignorance of the art of dancing, he showed that he looked at the great questions of life from a standpoint of his own; but he showed also that his own was the only standpoint from which he looked at them. Few of us would make the mistake of the French dancing-master in ordinary things; but all of us are liable to make the same mistake in things where the error is not so easily corrected by common sense or by experience."

WE are happy to inform our subscribers that they have had an accession of nearly three thousand to their numbers, from the subscription list of the *North-Western Journal of Education*, Des Moines, Iowa. This journal has been merged into the *SCHOOL JOURNAL* and *TEACHERS' INSTITUTE*, with which latter journal all unexpired subscriptions will be filled. The *N. W. Journal* says, concerning this arrangement:

"We feel sure that it will prove satisfactory to our patrons. It secures to them the best educational periodical that the country affords, one which combines in itself the excellent features of all the journals of this kind, and has many of its own. Its publishers are putting forth an effort to make the paper suit every locality, and with this change, by which they gain nearly three thousand Western subscribers, it will be greatly strengthened, and will be, more than ever before, a national paper, deserving of national support."

We are glad to welcome to our ranks so many of the Hawkeye teachers. No state has a warmer place in our hearts. We first saw Iowa from the deck of a prairie schooner, on the eastern bank of the Mississippi, in company with Professor Edson, now of Iowa College, with whom we had journeyed many days towards the setting sun. He went to Denmark, we to Maquoketa. It then had no state association, no satisfactory school system, no institute system, no normal school, and no educational journal. For sixteen years, at Alexander College, Lenox College, and Monticello, we gave the best we could do, during which time the state association was formed, the school system reformed, Dr. Guilbert's journal established at Dubuque, the state normal school opened, and a system of normal institutes, the best in the Union, adopted. It affords a pleasant reflection that we were enabled to exert some humble influence in bringing into form and success these important enterprises, and we feel now somewhat like a father welcoming his children to the old home, when we extend to three thousand teachers of the magnificent Iowa State our heartiest greetings. It will be our effort to make them welcome and happy in our fold.

No state stands higher than Iowa in all that goes to make up true greatness. Her churches, her noble stand on the temperance issue, her liberality in educational affairs, her invigorating climate, her fruitful soil, her net-work of railroads, her navigable rivers, her enterprising cities and towns, and her liberal, yet honest administration of her civil affairs, mark her as one of the brightest stars in the galaxy of national lights. Her future is full of promise, and we are glad we shall have some increasing influence in moulding her public thought. The three thousand added to our already large circulation there, makes a congregation any one should feel great responsibility, yet pride, in addressing. We shall hope greatly to improve under the added talent and criticism thus brought to our assistance.

THE *zeit geist*, or age spirit, has wonderfully changed during the past two hundred years. What has been the cause cannot be discussed here; the fact must be admitted and provided for. No persons are more vitally affected by this *spirit* than teachers. We are to educate for the nineteenth, not the sixteenth century. What are the characteristics of this age?

It is remarkably leveling. The old aristocracies are being leveled down, and the lower working classes are being leveled up. In no country has the process been carried so far as in ours. The force producing this influence is like that which builds our railroads. In the progress of their construction hills come down, rivers are bridged, valleys filled up, and a highway constructed, over which the commerce of a nation can be carried.

It is a matter-of-fact age. "What can you do?" is the first question asked of a boy when he wants work. It is not, "Where's your diploma?" "Who is your father?" "From what family are you descended?" but, "What can you do?" "Go and do it!" is the command, and the way the work is done marks the beginning of success or failure. The boy who does his work the best and quickest is the coming man. There are ten thousand things to be done to-day that were not thought of two hundred years ago. It is to educate boys and girls to do some of these ten thousand things that our schools are established. Their success depends upon how closely they stick to their mission.

It is a democratic age. The government is of all the people, for all the people, and by all the people. The time is near when the hereditary right to govern will be a fiction of the past everywhere. It is now in our country. John Kelly, who died the other day in this city, was the son of a poor city grocer. He held more political power when he died than the Governor of this state. John Kelly's sons may be poorer grocers than their grandfather was.

A young man from St. Peter, Minnesota, a few years ago entered the college of mechanical arts in Cornell University. He was made tutor when he graduated, professor soon afterward, and is now—less than thirty years old—a partner in a wealthy firm in this city. His genius and skill put him there, not his money; he had none. He followed the *geist* of his mind, and it has leveled him up. His is not a singular instance. Thousands of others are occurring every year.

It is a hearty age. More is thought of muscle and weight than ever before. Running, leaping, baseball playing, rowing, swimming, are popular. People know each other better, visit more, eat better, sleep in cleaner and softer beds, read more, laugh, talk, and sing more, have more meetings, excursions, pic-nics, hear better sermons and operas, do everything in a heartier, better way than ever before in the history of the world. There are more hospitals and benevolent associations. The poor are fed, the old and infirm are cared for; the dumb animals are looked after more kindly; diseases are understood and oftener cured; epidemics are prevented; pure water is free to man and beast in all our cities; the average age of man is increased, and the sum of human happiness is growing greater every year.

This means that teachers must catch this *zeit geist* and fill their school-rooms with it. In no other way can they meet the wants of the times.

IT has been for many years a wonder to us why girls and boys, who never expect to enter professional life, should be required to spend two or three precious years in studying what they will never put to practical use. There is a practical side to school work. There are many who claim there is not, but Mr. Carrigan effectually answered them when he said that "the ability to write well has put many a young man from the counting-room into the corporation, as is the case with one of the vice-presidents of the Pennsylvania road."

IF schools in general, and Boston schools in particular, would follow the advice of Mr. E. C. Carrigan, of the Massachusetts State Board of Education, our pupils would be better prepared for the work of life. He says that "there is no doubt that if less time were devoted to the acquiring of a smattering of the sciences and the ever unsatisfactory knowledge of Greek and Latin, especially by those who pursue them but for a year or two, and these hours were devoted to something for every-day use, the world would be just as well off, while the individual would be much better."

VACATION REST.

There is wisdom and unwisdom in the way we teachers spend our vacations. Absolute inertness is not rest. Man cannot, like the crocodile or boa-constrictor, spend any time in a comatose condition without serious detriment. The true way of rest is by bringing into play muscles, thoughts, and experiences that have been dormant. The four walls of a school-room shut out the magnificent views from hill or mountain top. No exhilaration comes from a heated ceiling like that which comes from the cool breezes of a healthy tree. Pure air coming from the far northwest, or over the broad sea, enters straight into the blood, and gives new life to all the body. The best stimulus is the open air of a country retreat, obtained through healthy activity. A busy teacher cannot bury himself in some out of the way corner, and dream away vacation, without great injury.

There are some who are overwhelmingly impressed with the necessity of doing as much as possible in the shortest space of time. If they go to Europe, they crowd every minute full of sight-seeing. They bolt down cathedrals, museums, pictures, lakes, mountains, and cities, with amazing rapidity. They come home, to use a Yankee term, "chuck-full" of a vast quantity of knowledge, all tired out. But, "I've been to Europe," and that's enough.

Congenial work is rest. Pleasant association is health. A good friend, whose hearty cheerfulness acts like a tonic, is heaven-sent. God never intended we should spend school vacation in mourning and confession over school sins.

It doesn't require much money to spend a profitable vacation. A tent costs little. Self-boarding is often a recreation. Independence of conventionalism is a heaven-boon to a grade-bound and cram-compelled teacher. A fresh book and hearty association bring fresh appetite and hearty living.

Teachers! Go! go! go somewhere! Don't stay in sight of your school-room all your vacation, and worry over the work that may not come. Walk if need be, ride if you can, but go!

Bicycle, tricycle, or horse-back your way anywhere where there is pure water, milk not pumped from a well and shaken up on railroads and pavements, and good bread and butter. Go and do something that will take out of you your stiff school self and make you over as good as new. When you greet the fresh, young, brown faces of your pupils in September, your laugh will be as hearty and as happy as theirs, and they will say: "She looks five years younger, doesn't she?" You will commence the year with a leap and a bound that will carry you easily away along into December, when Christmas will help you along another leap, until Decoration Day in the spring. Our hearty good wishes are with you. May you get more oxygen in your blood, more fat and muscle on your bones, more nut-brown color in your cheeks, and more gladness in your laugh and hearts. Don't worry about ideas. This is the sober advice of an old fellow who has been grinding for thirty years at steady work in the school-room, without losing a single day, one who would be better off now if he had taken the advice he gives his young friends.

THE HIGHEST TEST OF A TEACHER'S SUCCESS.

A correspondent asks: "What is the highest test of a teacher's success?" All marks of success are to be looked for in the teacher's influence on the character of his or her pupils. One hundred per cent. in every study cannot in the slightest degree compensate for a little germ of inculcated selfishness; an enhanced love for others stands first always and always; power to do others good, second. Choosing and giving the best to others is the highest in man, and the highest aim of education. I am called upon every day to estimate the value of teachers—to do so, I watch the pupils.

Do they love to work?

Do they work economically?

Do they work for show, ("to be seen by men?")

Are they very careful not to annoy others by any slight disorder?

Order for one's self is to concentrate upon the work in hand. Order for others is to give them the best conditions for the best work.

If I could watch pupils in their homes, I could judge of a teacher's value in the best possible way. A girl who allows her mother to scrub floors while she thrums the piano has been badly taught somewhere. I know you will say, "How! Do you expect the teacher to over-

come the defects of home and street training? I expect the teacher's sole motive will be the formation of habits which make up the character—conformable to God's design in the creation of the child; I expect the teacher to meet every defect, physical, mental, or moral, with that training and teaching best adapted to the overcoming of bad habits, whether they had their origin in heredity, home, state, or the street. "The whole child goes to school," some one has said, and the whole child must be educated.

The best immediate test of teaching is to be found in the home; found in the desire to help parents by work. Next to home, look at the pupils in society—see the girls walking and talking with young men; see the young men with the girls. Coarseness, simpering, silliness, means bad education. "Make us responsible for all these things!"

No, but you should so live and teach that your pupils will shrink from all forms of meanness; and if you do so live and teach, your influence must be felt as a power which develops a direct, steady, and continuous growth toward better thoughts and better acts. F. W. P.

UNITY IN TEACHING.

WHAT is meant by unity in teaching? Unity means very much; so much that one can say it means everything. One meaning is the unity of thought and expression. Every lesson should be a language lesson; there need be no special language lessons, for all teaching evolves thought, and thought falls in one great means of power unless it be expressed. Oral language is one means of strengthening thought; written language another; drawing and painting another; manual training still another; all united form a complete means of concentrating and compacting thought.

Thought and expression unite in the enhancement of will-power; expression is the will in action; an unexpressed thought dies. Printed language is a means, next to objects, which are not symbols, of the acquisition of thought-power. All lessons in reading should be a direct means of studying some particular subject—not one second need be thrown away in desultory reading. One great unity is found in making all forms of expression the direct and immediate means of thinking.

But there is still a higher unity, a unity of which this unity of thought and expression is but a factor—it is the unity of thought itself. Geography, for instance, properly taught centers all the natural sciences in itself, but geography is the basis of history and history properly brings to itself literature, art, philosophy—indeed, all other subjects. Thought, in its place, is but a means of moral growth, and all moral growth centers in one, *motive doing for others.*

VACATION.

AGAIN the lengthening days tell of the long vacation. "Swifter than the weaver's shuttle" flies the time. What have I done this year? How much have I put into eternity? How much better lives will my pupils live because I have lived this blessed year—'85-86? Disappointed and disheartened? You have not done as much as you planned? The teacher who completes his ideal or finishes any subject is to be pitied. "Ah! but a man's reach should exceed his grasp." Else, what is Heaven for? The main question is, have you done your full duty? Have you worked unwaveringly for the highest interest of each immortal soul under your charge as you best saw the light, in spite of per cents, examinations, and all the evil influences that crush so many hapless lives? *Have you stood by the child?* If you have, then your boundless reward is a boundless vista of good things that lie beyond the storehouses of eternal goodness. Beyond the blessed quiet of another summer's well-earned rest—beyond even the last long rest—there lies so much—for mankind, so much that is grand and beautiful! I can help to banish evil by planting the good. I can find the truth, rive it from the rock, read it from the wood, wrench everlasting secrets from the depths of nature, and give them all to my children to become eternal in their souls. No sorrow should come, because I must content myself in giving just a little of the limitless ALL, rather thankfulness that there is so much more to be given to the countless millions yet to be. F. W. P.

No one subject can be taught alone. Teaching writing, reading, elocution by themselves, isolated from all other studies, is the source of weakness, illustrated by the breaking of separated strands of a rope.

Geography, history, literature, are one; but they can-

not be made a unity to pupils unless the organized plan of that unity is worked out by one teacher.

Special departmental teaching leads to extreme narrowness on the part of the teachers themselves. A special teacher of many years is usually an abnormally developed being. A teacher of mathematics sinks usually into his subject and is lost. Growth is dependent upon an increased knowledge of relations. If a special teacher is continually learning the relations of all other subjects to his subject, then there is hope.

Departmental teaching in primary and grammar schools is the climax of perfection under a wrong motive—a motive that makes avarice of knowledge and skill the end of education.

Under this motive the avarice is often acquired, but the knowledge and skill is of low order enough to be complements of the low motive.

Halt! good friends in Nashua and Bridgeport. You are wrong, "Whoever offendeth one." F. W. P.

THE culmination of plans and systems which does NOT make character the highest aim, is found in the introduction of the departmental system into grammar and even primary schools. This is but an expansion of the plan of having special teachers—special teachers of music, writing, elocution, physical exercises, etc.

A subject of study—a form of expression are means for character-building. *The special teaching of a subject takes a special means of education out of the hands of the regular teacher.* "Cannot the teaching of a special teacher have as much influence upon character as a regular teacher?" By no means. In the study and development of character the number of pupils is a very important factor; the maximum limit is far beyond the direct influence of a special teacher. In character-building the individual must be closely and thoroughly studied, *it is so easy to make mistakes.*

THE observation of objects should begin, as soon as the child enters school. The objects around the school-house should be observed: yards, fences, gardens, gutters, roads, fields, pastures, hills, valleys. Out of these objects, many very interesting and profitable object and language lessons may be made. But the teaching of elementary geography proper should not begin much before the fifth year of the child's school life. The study of geographical forms that may be observed, should be begun the latter part of the fourth year, or the first of the fifth. One year, at least, should be spent in this study. Parallel with it, books, like "Each and All," "Seven Little Sisters," may be read with great profit. They seem to excite curiosity and inspire the imagination. The power of imagination should be developed at every step. Thus, after a lesson upon the hill, tell the children about the great mountains in the world. When they have seen one river, tell them about others that they can't see. When they have examined, moulded, drawn, and written a description of one peninsula, draw other peninsulas, like Spain, Italy, Greece, Florida, Norway, and Sweden, for them. When they have studied an island, tell them about the great islands (the continents).

THE mistakes of pupils are the resultants of two causes—ignorance and carelessness. To call the attention of children to errors they have committed through ignorance, does more harm than good; for thus they are led to observe wrong forms which they have no power to make right. But, as the surest way to break up a bad habit is to form the good one which is the opposite; so the quickest cure for carelessness, is to manage, that careless doing shall immediately and invariably be followed by careful undoing. This the teacher does when she sets the pupils to searching for the error in their sentences which she has discovered, that they may correct it. She stops, it is true, at the first mistake she finds, but as they know that she is liable to begin with any sentence, to read, they must perforce, go over and correct the entire work. Thus what the teacher saves of her time and strength, the pupils gain in the way of opportunity to use theirs; an admirable illustration of the law of the conservation of forces, which the average teacher—who never allows her pupils to do anything which she can do for them—could study with profit.

THE power which technical training gives a teacher can hardly be overvalued. Take the matter of chirography alone. Mark the grasp of the subject, which the well-trained teacher has, and observe what she can accomplish by its means. Where an untrained instructor would need time for the examination of the

slates, and then find the work requiring care and pains, the expert detects what is wrong at a glance; sees in an instant the difficulty, and knows just how to set about correcting it. Nor is this all. Possessing not only the knowledge in her mind, and the practiced eye, but the skillful hand as well, it follows that her pupils must of necessity become good writers, because they will never have any but correct forms set before them.

When you have ascertained just what the child knows of number, begin there. From repeated tests, given by myself, and by teachers under my supervision, the average child of five, or even six years of age, does not know three, when he enters the school-room. The reason for this, as I have before intimated, is not far to seek. It can be found in the fact that he has not been led to limit objects in the definite way required by number. The teacher should know exactly the facts that the child must acquire in order to know number comprehensively. That is, just what separations and unions of numbers cover the whole ground. These facts can be briefly stated thus: First, the equal numbers in a number, the equal numbers that make a number; second, the equal parts of a number; and third, any two unequal numbers in a number, and any two unequal numbers that make a number. This applies to numbers from one to twenty inclusive. These facts should be recognized by the child, without the slightest hesitation, on the presentation of objects, and should be recalled in the same manner, on hearing, or seeing the language that represents them.

F. W. P.

EXAMINATIONS usually given, simply test the pupils' power of memorizing disconnected facts. Take, for illustration, the innumerable facts in history; of these, that which a child can learn in a course of four or five years' vigorous study would be as a drop of water to the ocean. It would be an easy matter to set an examination of ten seemingly simple questions in history, for Mommson, Curtius, Droysen, Bancroft, and other eminent historians, which they would utterly fail to pass. How, then, can we judge of a child's knowledge by asking ten questions? The same can be said of geography and the natural sciences. The fact is, the only just way to examine pupils is, to find out what the teacher has taught, and her manner and method of teaching. *Examination should find out what a child does know, and not what he does not know.*

THE purpose of the superintendent's examination should be, to ascertain whether the principals under his charge, have the requisite ability and knowledge to organize, supervise, and teach a large school. The examinations of the principal, should test the teaching power of his teachers; and lastly, the teacher should test, by examinations, the mental growth of her pupils. This is the true economical system of responsibility. First, ascertain whether superintendent, principal, and teacher can be trusted, and then trust them.

THE Committee on Appropriations of the House of Representatives in preparing the Legislative Appropriation Bill has failed to make the usual provision for education in Alaska. In the organic act providing a civil government in Alaska, the Secretary of the Interior was authorized to make needful provision for the education of the children, and \$25,000 was appropriated for the commencement of the work. Since then schools have been established and efficient teachers sent out from the states. If the above bill is not amended so as to provide for the continuance of these schools then they must close, and the teachers, who have gone out on the good faith of the government, will be left out of employment from 3,000 to 4,000 miles from home.

We call the attention of our readers to this most important omission, hoping that they will write their Congressmen, urging them to do what they can to secure the needed appropriation for the public schools of Alaska. If the teachers of the country would manifest a portion of the interest that the Knights of Labor do in matters relating to them, Congress would soon give heed to their requests.

OUR readers will notice that the character of the material in the JOURNAL has changed during the past few weeks. This has become necessary, from the fact that there are so many educational meetings to be announced and so much educational news to be recorded. During the vacation we shall fill the JOURNAL with material of permanent value, much of it collected from the state and national meetings soon to be held.

No state in the Union is fuller of mineral and agricultural wealth than Pennsylvania. Its eastern part has a soil of unsurpassed fertility, and an inexhaustible store of the very finest quality of anthracite coal. On the Allegheny mountains are vast forests, and its western portion is rich in its bituminous coals, oil, gas, and water powers. Through the very centre of this region runs the Pennsylvania railroad. What the state would be without it we cannot imagine. Starting from New York City, it goes through the core of New Jersey, into the centre of Philadelphia, over the rich farming country of the eastern part of the state, through the heart of the Alleghenies, and across the coal and oil basin of the Pittsburgh region. The road is excellently built and equipped, the cars run on exact time; in fact, it is not only a wonder of engineering skill, but of scientific management. Teachers going to Topeka will miss a great deal if they do not travel, at least one way, over this route, through Pennsylvania by day-light.

It is an Indian legend that a Hindoo was once taking to his home from the sacred city an image of Vishnu which he could not lay down, for if he did, no power could take it up again. This illustrates innocence. Once gone it cannot be got again. When the bloom on the peach is brushed away it never grows again, even though it may hang on the tree for many weeks. Much of its beauty remains, but its delicate covering has forever departed.

There is a great truth here teachers can profit by. Many children have been despoiled of their innocence by rough and ignorant treatment, and early in life the bloom of their youth is gone. Much beauty remains, and they can be educated so as to become useful men and women, but they never can possess the delicate sensibilities of those who have not been thus rudely treated.

REID, in his "Intellectual Powers," gives an instance of an ignorant woman, who, in a fever, recited page after page of good Greek, Latin, and Hebrew, which were identified as passages she had chanced to hear many years before. This instance is one of many that could be cited to show the permanence of simple impressions. It is no doubt a fact that all impressions the mind receives it keeps. They cannot be recalled at will, but the time is coming when they will be. Our power of recollection (*re-collecting*) is not our power of memory, (*memor, mindful*). We remember what we cannot recall or recollect. But the time will come when we can recall all that the mind has remembered, in other words, all that the mind has been mindful of. What importance does this view of memory give to the process of learning? We never forget, or rather the time will never come when whatever the mind has received can be effaced. It is there, and there forever. Teachers, be careful what you teach.

If there ever was a time in the history of our country when we should seriously inquire into the causes of the widespread outbreak of defalcation, it is now. Money stealers are found everywhere, not only among the slums of society and professed politicians, but in churches. The Presbyterian General Assembly has found a money stealer in the person of one of the treasurers of her great boards of benevolence, and the Baptist home mission society has charged a well known New York lawyer with having applied a part of the funds of the society to his own use. These two cases have just come to light. How many more do not come into publicity can never be told. At all events, it is certain that if matters go on this way much longer, it cannot be told who is worthy of being trusted. We shall come to the time, already reached in Mexico, where collectors of bills go out not only armed to the teeth themselves, but attended by a military escort.

Public trust comes from private integrity. Government affairs are managed by individuals. If these persons are rascals the government will be rascalized, all security depart, and society be reduced to a state of primitive simplicity. The only possible way to secure public prosperity is through the intelligence and honesty of the rank and file of men and women who do the work of the world.

THE time of changing theories is one of great conflict. It has always been and must always be. Human nature has so decreed. Now, in the midst of educational upheavals we must have fierce discussions. It can't be helped. It is inevitable. *Let them come.* Storms brew where there are conflicting winds. From thence they

often sweep over an entire continent. An educational storm brewed in Quincy. The forces which caused it were started long ago, much intensified by Horace Mann, but it was left for Col. Parker to cause the final whirlwind, which may, before it has expended its forces, develop a tornado and sweep away many rotten educational buildings. Much that is good will suffer loss; but when the new buildings rise out of the ruins of the destruction, it will be seen that the loss was the cause of a wonderful gain.

Let these storms come. They will do good. They will purify the air, equalize temperatures and promote health.

Anything but stagnation! Even sluggish circulation denotes decay. A vigorous holding to fundamental principles when they are shaken and liable to be removed induces healthy educational exercise, and this is just what we want.

It is a well known fact that the physician performs the most cures in whom the patients place the greatest reliance. The mind holds a most intimate connection with the body. The teacher is a physician of the mind, and it is of the utmost consequence that he should hold the fullest trust of his pupils. On this he bases his success. Confidence, more than knowledge, is the parent of sympathy.

We republish in another column a full program of the New York State Teachers' Association. It contains some items omitted in the first report.

THE bill recently signed by the President to provide for the study of the nature of alcoholic drinks and narcotics and of their effects upon the human system, includes the West Point Military Academy and the Annapolis Naval School, as well as the school system of the District of Columbia and all the Indian and colored schools in territories of the United States. The law requires that they shall be studied and taught as thoroughly and in the same manner as other like-required branches are in these schools. The lateness of the season when the act became a law will prevent its enforcement before next fall, when the new study will be included in the lists at West Point and Annapolis. To refuse or neglect to comply with the requirements of the act, or to make the proper provisions for the instruction required, would, in case of an officer of the army or navy, be followed by court martial and dismissal.

After the first of January, 1888, no certificate can be granted to any person to teach in the public schools of the District of Columbia or the territories, who has not passed a satisfactory examination in physiology and hygiene with special reference to the nature and the effects of alcoholic drinks and other narcotics upon the human system.

THE cost of the recent strikes can never be fully estimated, neither can its effect on working men and women be computed. That there were causes for the recent disturbance cannot for a moment be denied. What are they? Ignorance and greed. Ignorance on the part of those who are oppressed, and greed on the part of the oppressors. What do we need? More educated, skillful workmen. The former advice was, "*Work and save.*" Thousands have done this, but before they knew it their money was gone through the rascality of designing financiers. Commissioner Peck, of the bureau of labor statistics of this state, recently said, in answer to the question:

"In what way do you think that the laboring men can be aided so that they can obtain better wages?"

"I think if the state can make them more skillful workmen that their wages will necessarily rise. We must give manual training in the schools to every child. I intend to make a visit to schools in Cleveland, Cincinnati, Chicago, St. Louis, and Boston which have added manual training to their list of studies. Not only will I make this personal investigation, but I hope to have the aid of the educators in the state in the matter."

This is a move in the right direction. The key to the labor problem is in practical work through school studies.

All old-fashioned rubbish in our courses of study must go. We must rid our schools of grammatical, historical, and arithmetical superfluities, and get down to work in those matters that will prepare for thinking and doing the things that must be done.

PRESIDENT CLEVELAND seems to be a long time making up his mind who shall be General Eaton's successor. This delay cannot be because a suitable man cannot be found. There are many who would ably fill the

place, but none, in our opinion, is better qualified than Hon. John B. Peaslee, for twelve years superintendent of the Cincinnati schools. He is the father of authors' days, and gave the first impetus to the planting of memorial trees. His educational philosophy is all right, and his practice beyond criticism. We do not believe there is any opposition to his appointment as Commissioner of Education. This is not urged as a Democratic or Republican measure. It makes no difference to us what his views on the silver question or tariff issue are. All we know is that as an educational man he is sound. We hate politics and jobbing in education, and in order to place the office just where we believe President Cleveland wants it put we urge the appointment of Hon. John B. Peaslee, LL. D., as the next Commissioner of Education.

A SUMMER school for teachers, under the care of Hon. C. D. Hine, Secretary of the State Board of Education of Connecticut, will open at East Lynne (Niantic) July 6, and close July 21. The location of this school is one of the most delightful on the Sound. Instruction in all departments is free to all Connecticut teachers, a very large number of whom will avail themselves of its advantages. Hon. C. D. Hine can be addressed after June 28 at Niantic, Conn.; before that date at Hartford.

THE Round Lake Summer School, Saratoga county, N. Y., opens July 12, and closes August 13. It is claimed that this is "the best location for a summer school on this continent, near to nature's heart, and next door to the Broadway of American summer life." A full notice will be found in our advertising columns.

THE recent industrial exhibition of work done by the pupils in the New Haven, Conn., schools cost the laborers connected with it a great deal of work, but it was a great success. The visitors numbered twenty-five thousand. Supt. Dutton and his co-workers deserve great praise for its planning, working out, and successful issue. We hope soon to give a detailed account of its principal features.

THE annual meeting of superintendents and teachers of Iowa will be held at Clear Lake, June 29 and 30, and July 1 and 2. The program is full and able. All parts of the state are represented. It will be largely attended, and fruitful of excellent results.

A correspondent of the London *Journal of Education* recommends the teaching of history that is "stained with infinite bloodshed," "because the young mind delights in it." He thinks that the death of De Boune is infinitely relished by the boys. They like the cloven helmet, and a "delightful" skull cleft to the neck. He especially recommends these stories to young pupils because they like the descriptions of scenes of blood!

THERE are many ways of both getting into and out of New York. Among them the Erie Railroad has been for years popular with the travelling public. After leaving Jersey City it strikes at once into the most romantic region of New Jersey. At the time of its construction this part of the road was considered a marvel of engineering skill. After it reaches the Delaware, at Port Jervis, it passes to the headwaters of one of its tributaries, and then makes a plunge into the beautiful valley of the Susquehanna. It runs through this valley past Binghamton, Oswego, to Waverly, and follows the Chemung through Elmira and Corning to Honesdale. From here one branch goes to Buffalo and another to Dunkirk. Throughout the entire route there is a great variety of scenery, of the most interesting character. No one can at all claim to have seen the beauties of New York and New Jersey who has not been over this road.

THE "strikes" bring to light good stories. Here is one: "I see," said the police reporter, as he paused to sharpen a pencil, "I see that Bob Burdette has given an account of a strike he went on when a schoolboy. I never was on a strike, but I had a lively experience in another line. On Friday afternoon, when we were expecting the School Board to come around and see the school on dress parade, the boys agreed, with one accord, to speak 'The boy stood on the burning deck.' Well, the Board came, and things were looking as solemn as a funeral, when the first boy walked out and started off:

"The boy stood on the burning deck
Whence all but him had fled;
The flames that lit the battle wreck
Shone round him o'er the dead."

"He went through the thing without a smile, took

his seat, and the second boy started off:

"The boy stood on the burning deck," etc.

"The teacher's eyes opened wide, and the School Board looked puzzled, but the boys all looked so solemn that the uninitiated thought there was nothing wrong. The second boy went through to the last line, took his seat, and the third boy arose. The silence was oppressive until he began:

"The boy stood on the burning deck
Whence all but him had fled;
The flames—"

"But that was all the distance he got. The teacher rose in his might, marched the entire crowd off to a burning deck adjacent and thrashed the whole lot."

"The mother led the bad boy into the woodshed by the ear, and having selected a pliant shingle, was about to apply it where it would do the most good, when he said:

"Hold on, mar!"

"No, sir; that's the second time you've been in the water to-day."

"Are you going to strike, mar?"

"I am."

"Don't strike. Let us arbitrate."

"But ma wasn't a Knight of Labor, and she struck."

THE Knights of Labor have recently closed their first national meeting at Cleveland. The conclusions to which they have come are so sensible that we print them in full. Each of the twelve points named would make an excellent subject for school discussion.

First—We demand that the public lands be reserved for actual settlers only.

Second—We demand that all lands owned by individuals or corporations in excess of 100 acres not under cultivation shall be taxed to their full value, the same as cultivated lands.

Third—We demand the immediate forfeiture of all lands where the conditions of the grant have not been complied with.

Fourth—We demand that patents be at once issued for all lands where the conditions of the grant have been complied with, and that taxes be assessed on those lands as if under cultivation.

Fifth—We demand the immediate removal of all fences from the public lands.

Sixth—We demand that after 1890 the government obtain possession by purchase of all lands now held by aliens at appraised valuations.

Seventh—We demand that after 1890 aliens be prohibited from obtaining land titles.

Eighth—We demand the abolition of all laws requiring a property qualification to enable a citizen to vote.

Ninth—We demand that a graduated income tax be levied.

Tenth—We protest against the small appropriations for the National Bureau of Labor Statistics.

Eleventh—We demand the passage of the bills approved by the Congressional Labor Committee.

Twelfth—We demand the enactment of a law prohibiting the employment of minors in factories, mines, shops, &c., for more than eight hours per day.

TEACHERS' INSTITUTES IN NEW YORK.

HON. A. S. Draper, State Supt. of Public Instruction for New York State, has issued the following letter to the county superintendents, which is of special interest to all who have at heart the highest efficiency of the institutes. He says:

"It has become manifest to me that some modifications must be made in our system of teachers' institutes, if we would make them productive of the most good. The legislation of the last year or two has resulted in bringing nearly the entire body of teachers to the institutes; and in most of the counties of the state, this has produced gatherings too large to be beneficial. It is proposed therefore, to try the experiment, in the larger counties, of changing from county to district institutes, where this course shall be desired by school commissioners. It is believed, that an institute to be effective, should not embrace more than 150 teachers, and it is recommended that commissioners in preparing for next year's institutes should arrange to hold them in separate school-commissioner districts, where a county institute would bring together a larger number. It is not the purpose of the department to make this change obligatory upon commissioners as yet, but for the present to leave it largely to their discretion. But it is requested that all of the counties having two hundred teachers or more, whose duty it is to attend the institute, shall try the experiment of an institute in each commissioner district. It is recommended, also, that the commissioners of each county consult together and arrange institutes, and so far as may be, upon consecutive weeks for the convenience of the department and the institute conductors.

"This arrangement will necessitate a change in the manner of conducting institutes. It will not be possible for the department with the funds at its disposal, to send two conductors to each institute if the number of institutes is to be largely increased. In that event, one conductor will be assigned, whose duty it will be to have entire charge of, and be responsible for the management and success of the institute; and there may be invited additional assistance from the prominent and experienced teachers of the locality. The principals of all of the normal schools, with a single exception, have assured me that they and the members of their faculties will gladly aid at institutes in their localities, and I have entire confidence that all progressive teachers will feel delighted and honored at an invitation to participate in this work.

"Complaints are coming to the department from teachers in the higher grades, that the instruction given at the institutes is not helpful to them. They are seeking relief

from the necessity of attendance. It is believed that all, even the most advanced teachers, can receive benefit from the institutes; but if that were not so, such teachers should have enough interest in uplifting their profession, to be anxious to help their less fortunate associates. The way must be opened for this. It is believed that it can be made to the advantage of all grades.

"In arranging the institutes for next year, let commissioners invite the more advanced and experienced teachers to present exercises, and let appropriate hours be fixed for the general discussion of specified educational topics, and then, after correspondence or consultation with the conductor who is to have charge of the institute, let a printed program be sent out so that all may know, in advance, about what may be expected and at what time in the week. An hour may be assigned for a 'question box,' and a session may be set aside for the consideration of school-buildings, and sites, and grounds, and heat, and ventilation, and cleanliness, and kindred topics, at which trustees may be particularly invited to be present. It is believed that in this way, institutes may be established which will be of so much interest, and so profitable to all classes, that all will desire to attend them.

"It will not be deemed out of place, however, to caution commissioners against permitting the introduction of improper features. Do not allow itinerant lecturers or readers to find their way into the program. Do not submit to exercises of declamation and recitation by the children of the local school. Take a decided stand against suppers or festivals, or entertainments of any kind gotten up in the neighborhood for gain. Do not hold an examination for teachers' certificates in connection with an institute. It will interfere with the success of the institute, and the examination itself will not be what it should be. It is impossible to do more than one thing at a time well. In short, do not do or permit anything which can detract from the interest of the institute, or in any wise interfere with its success.

"I take this opportunity of saying that I have learned of frequent cases where trustees have resorted to subterfuges for the purpose of avoiding the payment of teachers' wages while the teacher was in attendance at the institute. And I have also heard of cases—happily much less frequent—where teachers have absented themselves from institutes, or have been present but a small portion of the time, while drawing pay for attendance.

"The statute provides that 'all schools in school districts and parts of school districts not included within the boundaries of an incorporated city, shall be closed during the time a teachers' institute shall be in session, in the same county in which such schools are situated,' etc. It may be noticed that this is not advisory language, but mandatory. A trustee is not at liberty to continue the school during the week an institute is being held. He cannot pay a teacher for teaching during such week. The law does provide, however, that a teacher shall be given the time for attending the institute without deduction of pay. Any contract, therefore, entered into between the trustee and teacher which is in violation of this statute, is void to that extent at least. It is the purpose of the law to bring all teachers into the institutes, and to that end it provides that there shall be no school held during the time of the continuance of the institute, and that the district shall pay the wages of the teacher during such time, in order that such teacher may be able to attend the institute. On the other hand, a teacher is entitled to pay during the institute week only for such time as he may attend the same. If present but one day, he cannot draw but one day's pay. And if there should be a case where a teacher is so devoid of moral sense, as to undertake to deceive the commissioner or trustee, the case would be a very proper one for the revocation of the license to teach. Not only the letter, but the spirit and intent of the law upon this subject, must be fully observed, and the department will sustain commissioners in compelling such observance.

"It is doubtful if the best interests of all concerned are to be subserved by holding more than one institute in the same territory in a year. Indeed, I have the impression that to require schools to be closed, while the pay of teachers is continued during two entire weeks in the same year for institute purposes, is carrying the system too far. I suggest that next year the experiment be tried of holding one institute in each school commissioner district in the state, to commence Monday at noon, and continue through Friday evening, and that every effort be exerted to make the gathering so interesting and profitable as to secure the willing and cheerful attendance of all."

SCHOOL GOVERNMENT IN OLD NEW ENGLAND

We have the authority of an excellent Bostonian in saying that in a Massachusetts town, less than sixty years ago, in a public school the punishments sometimes surpassed in severity any illustrations yet given. A gentleman, who well knows, says that in Boston, in the Mayhew School, boys were sometimes required to toe a crack, bend over and place the forefinger upon another crack, and then, with the body tense in every nerve, the master would come slowly along, give a tremendous blow with his cowhide, and with the short jackets worn then,—it hurt! He broke a ruler across the back of a boy's hand. More than once he drew back his clenched fist and, striking from the shoulder knocked boys nearly as large as himself flat to the floor; and one of these boys, now an old man, is still living. He took up one boy by the heels, and slinging him round in a circle, brought his head (this was by accident) against a box stove in the middle of the floor, and for a time the boy was deprived of all sense or motion, until a physician came and revived him. With what was called a crow or crowstick of wood, he went at one boy, who had misread some word in the New Testament. The boy darted down under one of the desks and crawled from one to another, now and then catching a blow until he got near the door, when the master caught him by the collar and heels and threw him out into the street, and forbade any boy to let the sufferer have his overcoat or cap, though it was a winter's day. On one occasion he whipped a

boy with a cowhide, at intervals through most of a forenoon, in order to make him hold out at arm's length a heavy book. The girls in the school, many of them women grown, used to weep and shriek, and cover their heads with their aprons to shut out the horrid sights. This day the boy's sister, early in the whipping, stood up and cried out: "Hold it out, John; hold it out, John"; but later exclaimed, with her strong English accent: "Don't you hold it out, John, if he kills you!"

The master's desk was a high one, and stood on a platform. One day he called out a boy, made him take off his jacket, fastened his arms round the legs of the desk, and stood and whipped him with a cowhide until the blood ran down, and one could place one's fingers in the fleshy part of the arm made by the instrument of torture. We saw the punishment, the blood, the skirt cut in ribbons, and the gashes. These facts—and we might add to them—were not a part of the history of slavery, nor are they extracted from "Uncle Tom's Cabin," but they occurred in a Massachusetts free school, and they went substantially without rebuke. The master was sometimes prosecuted at the law. The father of the writer, a leading lawyer at the bar, defended him, and he was always acquitted. He paid the doctor's bills in the last case, and gave the boy's mother a load of wood, for he was her only son and she was a poor widow. The master was in many respects an excellent teacher: he kept the school for many years, and gave it up at the last from ill health, much to the regret of the community. He was a Christian by profession, kept up family prayers, but there were some who thought—chiefly the boys—that he was at times unduly severe in the infliction of punishment.

THE ENGLISH COLONIES IN AMERICA.

BY JENNIE E. KEYSOR, Omaha, Neb.

The subject of American colonization as it is generally taught in our history classes is uninteresting and unprofitable. The reasons for this are to be found in many directions, the most general one being the practice of teaching men facts without giving any attention to their causes or results. Too often our classes are taught the colonial history of New England as if it were a series of events complete in itself, having no great cause from which to emanate, and leaving no traceable marks on the subsequent history of the United States. Such methods of teaching, however easy it be to fall into them, are not excusable even in the most remote rural district.

A very natural question on taking up English colonization in America, after having studied the discoveries, is, why was England the only country to make lasting settlements out of all those who explored? Now there are palpable reasons for this, and teachers should see that their pupils understand them. Spain was a magnificent discoverer. She lifted the misty veil of obscurity from half a world, filled with fertile valleys, watered by broad, navigable rivers, watched over by as lofty mountains as ever stood sentinels for any continent, and girded by oceans of broad extent. All this Spain did, and to her and her enterprising queen long resound the praise; but her cruelty made her colonies poor failures. France did much to explore the territory discovered by her early adventurers, but military despotism, resulting in the French and Indian war, lost to her the power to colonize. England, the last European power to send out colonizers, was the power destined to be permanent and dominant in America. To leave out of our instruction such important portions of our theme as are these foundation facts is to feed our pupils with the husks, while the corn lies hidden in the debris of our own ignorance.

We teach too exclusively the American history of the colonies and their founders, giving too little attention to the religious or political causes which sent the colonists from their mother countries. Men do not quit native land and fireside to settle in an unknown and unexplored country without good reasons. Indeed we find the most powerful incentives moved our forefathers to plant colonies in America, and in planting them to endure great hardships. Not one of the original thirteen colonies but was planted only to shield some moral, religious or political right. The name Providence has a suggestive sound. Who does not know why Roger Williams founded Rhode Island? The poor in England were imprisoned for debt—a philanthropist was not wanting who made Georgia an asylum for these wretched people. Carolina tested a great man's idea of government, for she proved Locke's Grand Model a failure.

Pennsylvania and Maryland were founded for the free exercise of religious beliefs widely different from each other.

The mere adventurer in colonization is a failure in himself and a hindrance to his more honest companions. Virginia is a notable example of this. Not till the "vagabond gentlemen" became honest laborers' delvers in the soil and hewers of wood,—not till they gave up the foolish idea of searching for gold and became the honest heads of industrious families, did their colony prosper.

In order that colonization be successful three things are essential: (1) Men having sober expectations. Of the one hundred and five men who came to settle Virginia more than half were mere seekers after gold, a fact detrimental to colonial growth. (2) Men having individual property rights. During the first years of Virginia all property was held in common. The inhabitants worked together, and at the end of the season stored their produce in a common store-house under the control of the governor and the council. This system of labor was a hindrance to the colony, and when it was changed salutary results were at once apparent in the increased cheerfulness and industry of the laborers. (3) Men of family life. Up to about 1620, the colonizers were roving men, having no homes and intending sooner or later to return to England. It is evident there could be no stability to a colony thus constituted. Home-life is the foundation as well as the fortification to a nation's existence. To meet this demand of the colony, about one hundred young women were induced to come to Virginia, where they were soon married to the planters. The families thus founded went far toward making the colonization of Virginia a success.

The influence of individual colonies upon the subsequent history of the United States is an important point to be considered in the study of colonial history. Many people in a glow of enthusiasm for America and her institutions are wont to speak of our Constitution as a revelation, but study proves that this is untrue,—that this remarkable instrument is rather a development from the history of the combined and individual colonies. Certain characteristics of the colonies are stamped indelibly upon the Constitution. Its central and all-important principle, "In union is strength," was early appreciated by the colonists. As early as 1643 we find the New England colonies uniting to protect themselves against the Indians and the Dutch. In studying the text of the Constitution, teachers should call attention to characteristic marks of individual colonies. We shall not look in vain for the democratic ideas of New England nor for the aristocratic notions of Virginia.

Some terse way of contrasting the motives and institutions of separate colonies is an excellent way to bring out the character of those colonies. The following is an illustration contrasting New England and Virginia:

VIRGINIA 1607.	NEW ENGLAND 1620.
1. Men seeking gold.	1. Men seeking religious liberty.
2. Prodigal and indolent.	2. Frugal and industrious.
3. Single adventurers.	3. Men of family life.
4. Popular ignorance boasted of.	4. Popular education encouraged.
5. Plantations isolated. Extensive parishes curtail rights.	5. Land granted in townships. Settlements made in villages.
6. Aristocratic government, tending to increase influence of wealth. Social inequality developing.	6. Theocratic government, tending to diminish influence of wealth. Social equality developing.
7. Cotton and tobacco increasing in demand. Agriculture developing.	7. No staple product—demand for slave labor cut off. Manufacturing developing.
8. Commercial.	8. Non-commercial.

An interesting recitation may be conducted by using the above schedule as a basis, having pupils prove each point and select what seem to them the most valuable in forming a republic.

A FEW THOUGHTS THAT WILL BEAR REPE- TITION.

It does not matter whether the child learns such a great amount in arithmetic and grammar, but it does matter whether he become a good and useful citizen.

Every school-room should be adorned with mottoes and pictures. A school should be made so interesting and attractive, that children will not stay away.

Education is a development of the whole nature.

If the sculptor ruins a piece of marble, he can obtain another, but woe unto the teacher that wrecks and ruins

an immortal soul. The ignorant and unskilled teacher rushes into work that angels would hesitate to perform.

We are responsible for the intellectual, moral, and physical training of the children under our care, but how few are the teachers that look after the health and morals of their pupils.

Eternity will reveal to us the great mistakes of life.

Ten or fifteen minutes every morning devoted to singing and interesting general exercises, would do away with nearly all absence and tardiness.

Morris, W. Va.

SUPT. DAVID MARTIN.

MENTAL AND PHYSICAL SYMPATHY.

THERE are many authentic facts showing conclusively the most intimate connection between the bodies and minds of different persons, not only when together, but when separated by even considerable distances. This fact is one of great interest to teachers. An instance recently came to our knowledge which it will be interesting to read, as showing a remarkable instance of this undescribed and little-understood force.

There were three children, triplets, two girls and a boy. One of the girls and the boy exhibited a remarkable sympathy for each other. Their affection was intense, and showed itself in a perfect harmony and congeniality in everything. The other girl, however, was entirely different. There was a diametrical dissimilarity between her tastes, feelings, and sympathies, and those of the first two; so great was this dissimilarity, that it amounted to an actual hate between her and the first named two. This remarkable trio all lived until they were past sixteen years of age. At that time the two sisters were living with their mother in the West, while the brother was at work in a large foundry in Pittsburg, Pa., more than one thousand miles distant. Suddenly one day while at work, he fell to the floor, was picked up and carried to his room, where he exhibited the most dangerous symptoms of some severe, but mysterious illness, which increased rapidly in severity for several days. On, perhaps, the fifth or sixth day, there was evidence of rapidly approaching dissolution. Suddenly, after perhaps an hour, during which time it seemed as if every moment would be his last, he aroused, turned over, spoke to those around him, and after a few moments sat up. In an hour from the moment of the sudden change, he insisted on dressing himself to go to work, saying that he was entirely well. There was no return of any unpleasant indication afterward. Soon after his recovery he received word that the sister, to whom he was so much attached, was taken very ill, grew rapidly worse, and after five or six days, at the very moment he began to recover from his apparent dangerous illness, died.

Such instances are seldom met with, but they prove the existence of a force which often exerts itself with great power in the ordinary intercourse between teachers and their pupils.

TABLE-TALK.

Striking school-boys in Indianapolis have demanded remarkable concessions. Here are a few:

1. A reduction of the hours of study.
2. An increase in the periods of recess.
3. Noon to begin at 11 o'clock and to extend to 1:30 or 2, according to the condition of the weather.
4. School shall be let out any afternoon when there is a baseball match or a circus within fifteen miles.
5. Any scholar who wants a "reward of merit" to carry home to his parents, can have it at wholesale or cost price.
6. Ferrules to be made of soft wood.
7. The old-time custom of punishing boys by compelling them to sit with the girls be immediately restored.
8. A boy who holds up his right hand and says, "Please, sir, may I go out?" shall be allowed to go, whether it is necessary or not.
9. The number of boys allowed to go and fetch a pail of water shall be increased from two to four, with proper allowance for time consumed in going and coming.
10. No boy shall be punished for offensive words spoken in debate with another boy.
11. While believing in arbitration on general principles, we insist that two boys who have a grudge to set-

tle shall be allowed to fight it out between themselves. No teacher need apply a whip on account of it.

12. A boy who tells on another boy shall be boycotted.

13. No boy shall be kept in after school, except at his own request, as when another boy is lying in wait to lick him.

..

We have a good friend in Schoharie, New York, who sometimes says plain things. He has had a long experience as a teacher, and holds the profession in high esteem, but is keenly sensitive to its defects and difficulties. What follows is from his pen. Our readers will hear it as from a good father in pedagogy.

"I went to a public gathering the other evening—I will not say when or where, for I do not wish to wound any one's feelings—and took a seat, but soon had to remove to another part of the house, so strong was the odor of burnt grease and the stable, from a person seated near me. I do not believe the person ever bathes, or that the pores of his skin have been really open since he had a good sweat in the harvest field. Such things are disgusting; but if we have them in grown people and parents, how can we expect the children will acquire personal cleanliness? If an unbathed skin were harmless, we might endure it, or, at least, overcome its offensiveness by the free use of perfumes. If it were merely productive of ill health, we still might endure it in the sweet thought that the offender would soon die off. But when we know—as are the parents, so are the children—we have cause for alarm more than disgust. If a child can be intelligent, and yet physically dirty, if it can be really moral, and yet filthy, it is a condition seldom seen. I do not say it cannot be done, merely that it is very seldom accomplished. Some one has said—'Cleanliness is next to Godliness'—I think it is a little ahead, for the repeated injunction in Scripture is—'Wash and be clean.'

"The unpleasant smell in our school-rooms does not come so much from the breath of the pupils as from the sourness of the vapor coming from their unwashed bodies, the fumes from their clothing, and the stench from their feet. This is plain talk, and I hope will set parents thinking."

GENERAL EXERCISES.

PARTING SONG.

BY JOHN R. DENNIS.

FOR A GRADUATING CLASS.

Air—*Auld Lang Syne*.

And now the parting hour has come—

To-day will be the last—

To our dear school we bid adieu

Where happiest days have passed.

Chorus: Of old times here, my friends,

Of old times here,

We'll think with joy in future years

Of old times here.

We're bound to leave our teachers kind,

And schoolmates tried and true—

We'll keep in memory each and all,

And oft the past review.

Chorus: Of old times here, my friends.

Thanks for the lessons gathered here,

Improving heart and mind;

All those who've sought for wisdom's ways

A true reward shall find.

Chorus: Of old times here, my friends.

Oh comrades, some afar will roam,

And tired the feet become,

Yet oft the thought of old times here

Will chase away the gloom.

Chorus: Of old times here, my friends,

Of old times here,

We'll think with joy in future years

Of old times here.

SELECTIONS FOR A FOURTH OF JULY CELEBRATION.

'Tis the month of July—

See all the flags fly!

Cannons bang, bells go clang,

And all the time the crackers pop,

As if they never were going to stop.

—St. Nicholas.

Thanksgiving is all well enough in its way,
Against Christmas and New Year I've nothing to say,
But my dog, and the fellows, and—

That is, all the fellows who have any spunk,
Who save up for months to buy powder and punk,
And keep fire-crackers hid in my old leather trunk—

We just live for the Fourth of July.

—St. Nicholas.

Oh, what a noise!

Ah, what a clatter!

Is it the boys?

What is the matter!

Dozens and dozens—

Only eight, is it?

Only some cousins

Come on a visit?

Hearing the rattle,

I thought 'twas an army;

Sounds of a battle

Always alarm me.

—St. Nicholas.

THE LIBERTY-BELL.

(Philadelphia, 1776.)

I.

Squarely prim and stoutly built,
Free from glitter and from gilt,
Plain,—from lintel up to roof-tree, and to belfry bare
and brown—

Stands the Hall that hot July,—

While the folks throng anxious by—

Where the Continental Congress meets within the
Quaker town,

Hark! a stir, a sudden shout,

And a boy comes rushing out,

Signaling to where his grandsire in the belfry waiting
stands:—

"Ring!" he cries; "the deed is done!

Ring! they've signed, and freedom's won!"

And the ringer grasps the bell-rope with his strong and
sturdy hands;

While the Bell with joyous note

Clanging from its brazen throat,

Rings the tidings, all exultant,—peals the news to shore
and sea:

"Man is man—a slave no longer;

Truth and Right than Might are stronger—

Praise to God! We're free; we're free."

II.

(New Orleans, 1865.)

Triumph of the builder's art,

Tower and turret spring and start—

As if reared by mighty genii for some Prince of eastern
land;

Where the southern river flows,

And eternal summer glows,—

Dedicate to labor's grandeur, fair and fast the arches
stand,

And, enshrined in royal guise,

Flower-bedeked 'neath sunny skies;

Old and time-stained, cracked and voiceless, but where
all may see it well;

Circled by the wealth and power

Of the great world's triumph hour—

Sacred to the cause of freedom, on its dais rests the Bell.

And the children thronging near

Yet again the story hear

Of the Bell that rang the message pealing out to land
and sea:

"Man is man—a slave no longer;

Truth and Right than Might are stronger—

Praise to God! We're free; we're free."

III.

Prize the glorious relic then,

With its hundred years and ten,

By the Past a priceless heirloom to the Future handed
down.

Still the stirring story tell,

Till the children know it well,—

From the joyous southern city to the northern Quaker
town.

Time that heals all wounds and scars,

Time that sends all strifes and wars,

Time that turns all pains to pleasure, and can make the
cannon dumb.

Still shall join in firmer grasp,

Still shall knit in friendlier clasp

North and South-land in the glory of the ages yet to
come.

And, though voiceless, still the Bell

Shall its glorious message tell,

Pealing loud o'er all the nation, lake to gulf, and sea to
sea:

"Man is man—a slave no longer;

Truth and Right than Might are stronger—

Praise to God! We're free; we're free."

E. S. BROOKS, in St. Nicholas.

The people never give up their liberties but under
some delusion.—BURKE.

For freedom's battle, once begun,

Bequeathed by bleeding sire to son,

Though baffled oft, is ever won. —BYRON.

Who will be a traitor knave?

Who would fill a coward's grave?

Who so base as be a slave?

Let him turn and flee!

—BURNS.

Forever float that standard sheet!

Where breathes the foe but falls before us,

With freedom's soil beneath our feet

And freedom's banner streaming o'er us.

—DRAKE.

Ah, never shall the land forget

How gushed the life-blood of her brave;

Gushed, warm with hope and courage yet,

Upon the soil they sought to save.

Liberty, what of the night?—

I feel not the red rains fall,

Hear not the tempest at all,

Nor thunder in heaven any more.

All the distance is white

With the soundless feet of the sun.

Night, with the woes that it wove,

Night is over and done.

—SWINBOURNE.

They rose in dark and evil days

To right their native land;

They kindled here a living blaze

That nothing shall withstand.

Then prize their memory—may it be

For us a guiding light,

To cheer our strife for liberty,

And teach us to unite.

—JOHN KELLS INGRAM.

They rose in Freedom's rare sunrise,

Like giants roused from wine;

And in their hearts and in their eyes

The god leapt up divine!

—GERALD MASSEY.

What constitutes a state?

Not high raised battlement or labored mound,

Thick wall or moated gate;

Not cities proud with spires and turrets crowned;

Not bays and broad-armed ports,

Where, laughing at the storm, rich navies ride;

Not starred and spangled courts,

Where low-browed baseness wafts perfume to pride.

No!—Men, high-minded men,

Men who their duties know,

But know their rights, and, knowing, dare maintain,

Prevent the long-aimed blow,

And crush the tyrant while they rend the chain.

—SIR WILLIAM JONES.

Is life so dear, or peace so sweet as to be purchased at
the price of chains and slavery? I know not what course
others may take; but as for me, give me liberty or give
me death.—PATRICK HENRY.

HUMAN nature is evermore an advocate for liberty.
There is also in human nature, a resentment of injury
and indignation against wrong, a love of truth, and a
veneration for virtue.—JOHN ADAMS.

A WRITER says that the people are sure to be losers in
the end. They can hardly be losers if unsuccessful; be-
cause if they live they can be but slaves, after an unfor-
tunate effort, and slaves they would have been if they
had not resisted. So that nothing is lost. If they die
they cannot be said to lose, for death is better than
slavery.—JOHN ADAMS.

Our revolution was mainly directed against the mere
theory of tyranny. We had suffered comparatively but
little; we had in some respects been kindly treated; but
our intrepid and intelligent fathers saw, in the usur-
pation of the power to levy an inconsiderable tax, the

long train of oppressive acts that were to follow, they rose, they breasted the storm, they achieved their freedom.—HENRY CLAY.

BORN in a land of liberty, my anxious recollections, my sympathetic feelings, and my best wishes, are irresistibly excited, whensoever, in any country, I see an oppressed nation unfurl the banners of freedom.—WASHINGTON.

*We wish that the last object on the sight of him who leaves his native shore, and the first to gladden his who revisits it, may be something which shall remind him of the liberty and the glory of his country. Let it rise till it meet the sun in his coming; let the earliest light of the morning gild it, and parting day linger and play on its summit.—DANIEL WEBSTER.

*If the spark of civil and religious liberty be kindled, it will burn. Human agency cannot extinguish it. Like the earth's central fire it may be smothered for a time; the ocean may overwhelm it; mountains may press it down; but its inherent and unconquerable force will heave both the ocean and the land, and at sometime or another, in some place or another, the volcano will break out and flame up to heaven.—DANIEL WEBSTER.

*We can win no laurels in a war for independence. Earlier and worthier hands have gathered them all. But there remains to us a great duty of defence and preservation. Our proper business is improvement. Let us develop the resources of our land. Let us cultivate a true spirit of union and harmony. Let our object be, our country, our whole country, and nothing but our country. And, by the blessing of God, may this country itself become a vast and splendid monument, not of oppression and terror, but of Wisdom, of Peace, and of Liberty, upon which the world may gaze with admiration, forever.—DANIEL WEBSTER.

No age will come in which the American Revolution will appear less than it is, one of the greatest events in human history. No age will come in which it will cease to be seen and felt, on either continent, that a mighty step, a great advance, not only in American affairs, but in human affairs, was made on the 4th of July, 1776.—DANIEL WEBSTER.

(From the Eulogy on Adams and Jefferson.)

†SINK or swim, live or die, survive or perish, I give my hand and my heart to this vote. It is true indeed that in the beginning we aimed not at independence. But there's a Divinity which shapes our ends. The injustice of England has driven us to arms; and, blinded to her own interest for our good, she has obstinately persisted, till independence is now within our grasp. We have but to reach forth to it and it is ours.

‡If we postpone independence, do we mean to carry on or give up the war? Do we mean to submit and consent that we ourselves shall be ground to powder, and our country and its rights trodden down in the dust? I know we do not mean to submit. We shall never submit. For myself, having twelve months ago in this place, moved you that George Washington be appointed commander of the forces raised, or to be raised for the defence of American liberty, may my right hand forget her cunning, and my tongue cleave to the roof of my mouth, if I hesitate or waver in the support I give him. The war then must go on. We must fight it through. And if the war must go on why put off longer the Declaration of Independence.

†The Declaration of Independence will inspire the people with increased courage. Instead of a long and bloody war for restoration of privilege, for redress of grievances, set before them the glorious object of entire independence and it will breathe into them anew the breath of life.

Read this declaration at the head of the army: every sword will be drawn from its scabbard, and the solemn vow uttered to maintain it or to perish on the bed of honor. Publish it from the pulpit: religion will approve it, and the love of religious liberty will cling round it, resolve to stand with it or fall with it. Send it to the public halls; proclaim it there; let them see it who saw their brothers and their sons fall on the field of Bunker Hill, and in the streets of Lexington and Concord, and the very walls will cry out in its support.

Whatever may be our fate, be assured that this declaration will stand. It may cost treasure and it may cost

*From the address on laying the corner stone of the Bunker Hill monument.)

†Extract from the supposed speech of Adams on signing the Declaration of Independence, by Daniel Webster in his eulogy on Adams and Jefferson.)

blood; but it will stand and it will richly compensate for both. Through the thick gloom of the present, I see the brightness of the future as the sun in heaven. We shall make this a glorious, an immortal day. When we are in our graves our children will honor it. They will celebrate it with thanksgiving, with festivity, with bonfires and illuminations. On its return they will shed tears, copious, gushing tears, not of subjection and slavery, not of agony and distress, but of exultation, of gratitude, and of joy. Sir, before God, I believe the hour has come. My judgment approves this measure and my whole heart is in it. All that I have, and all that I am, and all that I hope in this life, I am now ready to stake upon it. It is my living sentiment, and by the blessing of God it shall be my dying sentiment; independence now; and independence forever.

MOTTOES FOR THE SCHOOL-ROOM.

We can do more good by being good than in any other way.—ROWLAND HILL.

Cheerful looks make every dish a feast.—MASSINGER.

The best hearts are ever the bravest.—LAURENCE S. ERNE.

Bad habits gather by unseen degrees,

As brooks make rivers, rivers run to seas.

—DRYDEN.

A man should blush to think a falsehood; it is the crime of cowards.—SAMUEL JOHNSON.

He that is good at making excuses is seldom good at anything else.—FRANKLIN.

He has but one great fear that fears to do wrong.—C. N. BOVEE.

Dost thou love life? Then do not squander time, for that is the stuff life is made of.—FRANKLIN.

"I'd rather be right than be President of the United States."—HENRY CLAY.

"A foe to God was ne'er true friend to man."—EDWARD YOUNG.

The most manifest sign of wisdom is continued cheerfulness.—MONTAIGNE.

They are never alone that are accompanied with noble thoughts.—SIR PHILIP SIDNEY.

A REPRODUCTION STORY.

HIS OWN BOY.

One time a gentleman who lived in the city had just arrived on the train from a journey. He was anxious to go home and meet his wife and children. He was hurrying along the streets, with a bright vision of home in his mind, when he saw on the bank of the river a lot of excited men.

"What is the matter?" he shouted.
They replied: "A boy is in the water."
"Why don't you save him?" he asked, and throwing down his carpet-bag and pulling off his coat, he jumped into the stream, grasped the boy in his arms, and struggled with him to the shore. As he wiped the water from his dripping face and brushed back the hair, he exclaimed, "O God, it is my boy!"
He plunged in for somebody else's boy, and saved his own.

THE THINGS OF TO-DAY.

The Dixon High License bill has been defeated in the Kentucky Legislature.

The McGraw-Fiske will case has been decided by Surrogate Lyon in favor of Cornell University. The will gave \$1,500,000 to the University for library purposes.

Citizens in Arizona have offered a reward of \$50 for each Indian or head of an Indian, and \$2,000 for Geronimo.

Springfield, Mass., celebrated the two hundred and fiftieth anniversary of its settlement on Wednesday of last week.

Mount Aina has been throwing out lava in great quantities. Cholera is said to prevail in Japan.

The Massachusetts General Court has voted to restrict the hours of labor for women and children to ten.

Herr John Most was convicted of misdemeanor by a New York jury in the Court of General Sessions. He has been sent to Blackwell's Island for one year, and sentenced also to pay a fine of \$500.

Mr. Parnell explains the nature of his meeting with Lord Carnarvon.

Taverns wrecked, rioters wounded, and houses burned in Belfast.

The bill to expel pretenders to the French throne advocated by M. de Freycinet in the Chamber of Deputies.

Manifestoes of Parliamentary leaders to their constituents in England.

Ludwig, of Bavaria, refused to yield to the Regent Luitpold. Ludwig is dead.

Senate: Debate on the Northern Pacific Railroad Forfeiture bill.

Representatives Findlay and Compton, of Maryland had an angry discussion in the Legislative bill debate.

Bicycle races were held in New-Haven.

The West Point cadets had their annual hop.

L. P. Morton offers Middlebury College \$10,000.

Litchfield, Conn., suffered badly from fire.

Boston bricklayers vote to return to ten hours.

Graduation exercises all over the country.

Tammany honors John Kelly's memory.

Bad bricks found in the N. Y. City Aqueduct.

Gold value of the legal-tender silver dollar (412½ grains), 76.22 cents.

Stocks dull at higher figures, closing at about the best.

Rioting in Belfast; ten persons killed and 100 houses destroyed.

The mysterious French expedition.

The fisheries troubles.

Famine in Corea.

Debate over alleged bad treatment of claims against the Government; a number of bills passed in the U. S. senate.

The Civil Service provision of the Legislative bill discussed.

Continuation of the Commissioner Black investigation.

Commencement of Vassar College.

Pontoon bridge building at West Point.

J. B. Bodwell nominated for Governor of Maine by the Republicans.

The Quaker City Yacht Club regatta near Philadelphia.

Labor Commissioner Peck inspecting the strikes.

Resignation of Professor Buckham, of the N. Y. state Normal school.

Burglary conspiracy discovered in East St. Louis.

Mr. Stark made president of the Dock Board.

Aqueduct Commissioners stirred up.

Senator Beck has introduced a bill which prohibits members of Congress from acting as attorneys for railroads chartered or aided by the government. It is intended to act as a check upon what the Knights of Labor term "legalized bribery."

The Senate has passed a bill extending the provisions of the eight-hour law so as to include letter-carriers. Also the bill prohibiting alien ownership of American land. The committee has found that twenty-nine foreign corporations and individuals now hold 20,000,000 acres. This almost precisely the area of Ireland.

In the discussion of the Northern Pacific Land Forfeiture bill, Mr. George, Mississippi, said that the road had cost but \$75,000,000, while its land grant of 42,000,000 acres was selling at an average of four dollars an acre. The Senator calculates that the government has given \$93,000,000 as wages to the projectors and lobbyists of the scheme.

Senator Brown, Georgia, denounces the Bankruptcy bill as a good one for bankers and creditors, but a very bad one for debtors.

In the debate upon the Railroad Land Taxation bill, Senators Hoar and Hawley spoke against the permitting of large holdings. Senator Hoar thought a farm of 640 acres large enough.

The House Committee on Labor has reported a bill to legalize the incorporation of trades-unions.

The House passed the Oleomargarine bill after limiting the tax to five cents a pound and striking out the clause providing that half of the fines imposed shall go to the informer.

The Chinese Indemnity bill has passed the Senate.

Representative Boutelle, of Maine, has introduced a bill placing further restrictions upon the importation of fish.

The Senate defeated by a large majority the resolution to extend the life of the Mexican reciprocity treaty.

The Senate has passed a bill appropriating \$100,000 to defray certain expenses incident to the inaugurating of the Bartholdi statue of "Liberty Enlightening the World."

On Saturday last the Senate passed about 220 pension bills.

Ex-Judge Fullerton, of New York, has made an argument before the House Committee on War Claims, advocating that the United States government should assume the Confederate debt. It is not known whether this is a joke on the part of Judge Fullerton or whether English bondholders really regard our Congress as a bureau for the payment of bogus claims.

The conviction of Buddenick has been confirmed by the Supreme Court, General Term, and he is now in Sing Sing.

The "claimant" in the famous Tiebhorne case has arrived in this country on a lecturing tour.

It is proposed to send a dozen or more of the children of the recently captured Indians to Hampton.

John Kelly, for many years the chief of the Tammany Hall wing of the New York Democrats, died in this city, June 1, at the age of sixty-four. His funeral took place on Saturday, June 5.

General Caceres has been proclaimed President of Peru.

The amount of field ice and number of huge icebergs off the Newfoundland coast is extraordinary.

Another of the indicted Aldermen will be brought to trial this month.

The President and his bride spent the week quietly at Deer Park, Md.

Ohio liquor dealers propose to contest the Tax Law in the Federal Courts.

Two Belgian Socialists have been sentenced to imprisonment.

A hearing has been had before Governor Hill on the law abolishing imprisonment for debt.

The Saturday half-holiday went into general operation in this city last Saturday.

Henry M. Brooks, alias Maxwell, has been found guilty of murder in the first degree in St. Louis.

Ten anti-Chinese rioters have been indicted at Seattle, Washington Territory.

Prince Dom Augusto Gonsague, Duke of Saxo, grandson of the Emperor of Brazil, arrived in New York on Sunday. He is a midshipman on board a man-of-war.

Geronimo and his band are still at large.

Mr. F. H. Winston, our Minister to Persia, has resigned.

EDUCATIONAL NOTES.

NEW YORK STATE TEACHERS' ASSOCIATION.

FORTY-FIRST ANNIVERSARY, NIAGARA FALLS, N. Y.

Wednesday, Thursday, and Friday, July 7, 8, and 9, 1886.
International Hotel, Headquarters.

The forty-first anniversary of the New York State Teachers' Association will be held in the new Orpheus Park Theatre (seating capacity 1,300), at Niagara Falls, commencing at 2:30 P. M., on Wednesday, July 7, and continuing through Thursday and Friday, July 8 and 9.

Extensive arrangements have been made by the people of Niagara Falls and Suspension Bridge for the comfort, convenience, and entertainment of the members of the association and their friends who may accompany them; and with an attractive program, the generous reduction in railroad rates, the unrivaled grandeur and interest of free Niagara, and the hearty welcome which we are assured, we anticipate a pleasant, profitable, and largely attended meeting.

The committee on local program will make ample arrangements for music during the sessions of the association.

The committee on entertainment will receive members at the International Hotel before the association opens, after that at the Orpheus Park Theatre, and direct them to places of entertainment.

To secure places before hand, write to Prin. N. P. Browning, Suspension Bridge, or Prin. N. L. Benham, Niagara Falls, stating size of party and accommodations required.

LOCAL COMMITTEES.

RECEPTION COMMITTEE.

J. F. Trott,	Hon. William Pool,	John Brown,
Hon. C. E. Davis,	D. H. Thomas,	H. F. Pierce,
Hon. P. A. Proctor,	O. W. Cutler,	S. T. Murray,
C. B. Gaskill,	Hon. W. P. Horne,	W. C. Ely,
Rev. C. S. Stowitts,	Rev. C. M. Rosenmueller,	Rev. L. E. Rockwell,
Rev. J. Lanigan,	Rev. O. Gallencomp,	G. C. Clark, M.D.,
M. Talbot, M.D.,	A. A. Porter,	S. S. Pomway,
J. Binkley,	J. S. Vidler,	M. B. Butler,
F. R. Delano,	E. M. Clark,	M. L. Fox,
Thomas Hannan,	J. Hingenheimer,	L. W. Pettibone,
M. E. Griffith,	J. W. Hodge, M.D.,	C. E. Cromley,
W. H. Monro,	L. W. Coit,	

COMMITTEE ON ENTERTAINMENT.

H. Neilson,	Miss C. L. Wadhams,	Hon. T. V. Welch,
B. Flagler,	Miss C. M. Clarke,	James Low,
M. Harrington,	Miss J. B. Stanley,	W. H. Kinsley,
Miss E. M. Wilson,		

COMMITTEE ON ROOMS AND EXHIBITS.

W. F. Evans,	J. J. MacIntire,
H. Durk,	B. Rhodes,

COMMITTEE ON LOCAL PROGRAM.

N. P. Browning,	L. Silberberg,
E. P. Inslee,	Miss Junio Day,
Dr. A. C. Bachman,	Miss Helen E. Pool,
A. Rose,	

COMMITTEE ON BOARDING PLACES.

N. L. Benham,	N. P. Browning,
Miss E. M. Wilson,	Miss C. L. Wadhams,

HOTELS AND BOARDING HOUSES.

International Hotel, \$3 per day, or rooms \$1 per day, and meals at the cafe in the casino from 25 cents upward.

Spencer House.....	\$2.50 per day.
Niagara House.....	2.00 "
Atlantique.....	2.00 "
Western Hotel.....	2.00 "
Prospect Park Hotel.....	2.00 "
Temperance House.....	1.50 "
Cottage House.....	1.50 "

The hotels at Suspension Bridge, which is one and one-half miles distant from Niagara Falls, and connected therewith by a street railroad—fare 5 cents—will charge as follows:

Mineral Springs Hotel.....	\$2.00 per day.
Western Hotel.....	\$1.50 to 2.00 "
New York Central House.....	1.50 to 2.00 "

Boarding at private houses \$1 and \$1.50 per day, both at Niagara Falls and Suspension Bridge.

OFFICERS OF THE ASSOCIATION.

PRESIDENT.

C. E. Surdam, West New Brighton.

VICE-PRESIDENTS.

Wm. S. Jewell, East Syracuse.

Charles E. Allen, Medina.

Miss E. S. Hanaway, New York City.

Mrs. Sarah Fletcher, Saratoga Springs.

CORRESPONDING SECRETARY.

Edward Danforth, Elmira.

RECORDING SECRETARIES.

A. W. Morehouse, Port Byron.

A. P. Chapin, Rochester.

TREASURER.

J. H. Durkee, Sandy Hill.

A meeting of the local committee and executive committee will be held at the International Hotel, on Wednesday, July 7, at 11 A. M.

PROGRAM.

WEDNESDAY AFTERNOON.

2:30 P. M. Opening Exercises.

Address of Welcome. Hon. W. Caryll Ely, Niagara Falls.

Response. Supt. A. McMillan, Utica.

President's Address.

3:30 P. M. Paper: Schools and Strikes, Principal E. B. Panther, Discussion.

4 P. M. Tonic Sol-Fa. Prof. Theo. F. Seward, New York City.

Discussion.

Appointment of Standing Committees.

Miscellaneous Business.

WEDNESDAY EVENING

8 P. M. Address. Dr. M. MacVicar, University of Toronto.
Manual Training in Schools. Supt. James MacAllister, Philadelphia.

THURSDAY MORNING.

9 A. M. Opening Exercises.
Improved Methods in Teaching:
Penmanship. Prof. Chas. R. Wells, Syracuse.
Discussion. Opened by Dr. H. W. Bearce, Brooklyn.
Elementary Natural Science. Supt. Sherman Williams, Glens Falls.
Mental Arithmetic. Prin. H. W. Callahan, Pen Yan.
Mathematics. Prof. R. A. Waterbury, Genesee Normal School.

11 A. M. General Discussion.
Physical Training. Prin. J. W. Ballard, Jamaica.
Discussion. Opened by Supt. S. Williams.
Paper: The Cultivation of Memory. Prin. A. C. [Ferrin, Keeseville].
Discussion. Opened by Supt. Fox Holden, Plattsburgh.

THURSDAY AFTERNOON.

2 P. M. Necrology: Report of Standing Committee—C. W. [Bardeen, Syracuse; E. E. Ashley, Waterford; Mrs. J. McHench, Cobleskill].
Paper: Non-Professional Culture. Prin. C. D. Larkins, Fayetteville.

3 P. M. Discussion.
Paper: Moral Training in Public Schools. Prin. A. [W. Norton, Elmira].

Discussion.
Paper: The Study of Civics in Public Schools. Prin. [E. H. Cook, Potsdam Normal School].

4 P. M. Discussion.
Grading Rural Schools.
Report of Committee—Com. D. D. Metcalf, Oswego;
[Com. S. S. Lusk, Union; Com. Delano, Wayne Co. Miscellaneous Business.

THURSDAY EVENING.

The German Gymnasium. Prof. George N. Kneeland, Mt. Morris.
Address. Hon. A. S. Draper, State Supt. of Public Instruction, Albany.

FRIDAY MORNING.

9 A. M. Opening Exercises.
Nomination of Officers.
The Condition of Education.
The Kindergarten. Madam Kraus-Boelte; Prof. John [Kraus, New York City].
Common Schools. Com. Leonard T. Cole, Port Leyden.

Union Free Schools. Prin. H. A. Benedict, Webster.
Defects in our Public Schools and their Remedies.
General Discussion.

11 A. M. Educational Tests. Col. Francis W. Parker, Chicago.
Miscellaneous Business.

FRIDAY AFTERNOON.

2 P. M. Preliminary Report of Committee on Resolutions.
2:30 P. M. Address. Prof. W. H. Payne, Ann Arbor, Mich.
3:15 P. M. The American Newspaper. Regent Willard Cobb, [Lockport].

4 P. M. Uniform State Examinations for Teachers: Report [of Special Committees].

COM. ON EXAMINATIONS.	COM. ON RESOLUTIONS.
Supt. D. Beattie, Troy.	Supt. D. Beattie, Troy.
Supt. S. G. Love, Jamestown.	Prin. J. H. Dawton, Ellenville.
Supt. C. W. Cole, Albany.	Hon. Wm. B. Ruggles, Albany.
Prin. E. H. Cook, Potsdam.	Supt. C. E. Surdam, West New Brighton.

Prin. Jas. Winnie, Canastota. Prin. A. S. Dawing, Fairport.

8 P. M. Address: Educational Reforms. Supt. Geo. Littlefield, Newport, R. I.
Report of Committee on Time and Place.
Reports of Treasurer and Finance Committee.
Final Report of Committee on Resolutions.
Report of Inspectors of Election. Introduction of [New Officers].

Brief Address of ex-President.
Adjournment.

All persons invited to address the association are requested to confine their remarks to one-half hour, and all persons presenting papers or making reports, to fifteen minutes.

In debate, no member shall speak on the same question more than once, nor longer than five minutes, unless by consent of the association.

RAILROAD AND STEAMBOAT ARRANGEMENTS
FOR THE NEW YORK STATE TEACHERS' ASSOCIATION AT NIAGARA FALLS,
JULY 7, 8, AND 9, 1886.

The following are the arrangements announced for the State Sunday School Convention at Buffalo, June 8, 9, 10, and we understand they have been duplicated for the State Teachers' Convention at Niagara Falls, July 7, 8, 9, the return tickets to be good to July 25. We quote them as announced for the Buffalo Convention:

RAILROAD AND STEAMBOAT ARRANGEMENTS.

The following lines will return free on the certificate of the state secretary, to be furnished at the Convention, those having paid the full fare in going over the routes named respectively: Adirondack R. R.; Bath and Hammondsport R. R.; Buffalo, Rochester, and Pittsburgh R. R. (all divisions); Chateaugay R.

R.; Crown Point R. R.; Cooperstown and Susquehanna Valley R. R.; Delaware and Hudson C. Co's R. R. (Champlain, Saratoga, and Susquehanna divisions); Fonda, Johnstown, and Gloversville R. R.; Middleburgh and Schoharie Valley R. R.; New York City and Northern R. R.; Ogdensburg and Lake Champlain R. R.; Seneca Lake Steam Navigation Co.; Stony Clove and Catskill Mt. R. R.; Ulster and Delaware R. R.

The following lines make the rate of one and a-half cents per mile, counting distance by shortest line, full fare being paid in going, and the reduction allowed on the return ticket, to be obtained at Buffalo upon the certificate of the state secretary. (From New York, \$9.25, regular rate going; return, \$3.05; total, \$12.30.) New York Central and Hudson River R. R.; West Shore R. R.; Delaware, Lackawanna, and Western R. R.; and New York, Lake Erie, and Western R. R.

The Rome, Watertown, and Ogdensburg R. R., including the Utica and Black River division, will sell round trip tickets from principal stations, at half fare, good for return when counter-signed by the secretary at the convention. Application should be made early to the local agents, to insure supply at all stations where required.

The following lines will sell return tickets at one-third fare: Buffalo, New York, and Philadelphia R. R., all divisions, including the Buffalo, Pittsburgh, and Western R. R., from Chautauqua, Olean, etc., to Buffalo or Rochester; and New York, Ontario, and Western R. R., from New York, Cornwall, Delhi, etc., to Oneida.

The Troy Citizens' Line of Steamers, "City of Troy" and "Saratoga," will sell round trip tickets for \$2, or \$1 each way. The Day Line of Steamers will sell through tickets to Buffalo, via N. Y. C. R. R., with commutation on return. Keuka Lake Steamers, 10 cents each way. Other lines are expected to grant the usual reduction, as will be stated in program.

RAILROAD RATES, LIMITATIONS OF TICKETS,
ETC., FOR THE NATIONAL EDUCATIONAL
ASSOCIATION AT TOPEKA, KANSAS.
JULY 12-16.

Those entitled to reduced railroad rates are officers and members of the association, school superintendents, teachers, and immediate members of their families. From places in the states of New York, New Jersey, Pennsylvania, and all points in Trunk Line territory, round-trip tickets will be sold from New York City to Topeka, Kansas, and return, at \$39; and from other places in the above territory at rates based on this from New York City as a maximum. For fares from other important points in this territory, see Bulletin of National Educational Association, page 6. A certificate must be presented to the ticket agent. Those who intend to purchase their tickets for Topeka, at any railroad station in the above territory, must produce a certificate from their superintendent of schools, city or county, or from Wm. E. Sheldon, secretary, No. 3 Somerset Street, Boston, Mass., as evidence that the holder is entitled to buy a ticket for Topeka at the reduced rates. Present this certificate to the ticket agent when purchasing the ticket for going to Topeka. When more convenient to do so, the certificate of Wm. E. Sheldon may be obtained by addressing the president, N. A. Calkins, N. B.—If you intend to purchase the ticket at a small station, please notify the ticket agent at that station, a week or more in advance, that he may procure a supply of tickets for Topeka. Tickets will be on sale for going in this territory from July 5, to the 12th, inclusive, and good for passage to Topeka until July 15. Return tickets.—The return tickets must be stamped by Wm. E. Sheldon, secretary, at Topeka, and the name of the holder must be written plainly across it, after which the ticket will be valid for return passage until Sept. 4, inclusive. In case holders of these tickets desire to make extended excursions from Topeka, the time of the return passage may be extended by W. F. White, general passenger agent of the Atchison, Topeka, and Santa Fe Railroad, or by C. S. Stebbins, of the Union Pacific Railroad, before the holder leaves Topeka.

The return passage on railroads east of Chicago, or St. Louis, will be by the same route as that of the going passage. N. B.—Arrangements for change of return route have been made between several of the railroads west of Chicago, by which those who visit Colorado, California, or Mexico, may return via Kansas City, or Omaha, or via Northern Pacific Railroad and St. Paul, and thence from either of those points to Chicago. In such cases the return ticket from Topeka to Chicago will be accepted or exchanged for return passage from Omaha or St. Paul to Chicago. Arrangements to exchange tickets for returning from Omaha or St. Paul have been made between the Chicago & Alton, and Chicago, Milwaukee, & St. Paul railroads; also between the Missouri Pacific, and Chicago, Burlington, & Quincy railroads. It is probable that similar facilities will be granted by other western roads. Full information in relation to these matters will be given at Topeka. Stop-over.—It is not customary to allow those who travel by round-trip tickets, at greatly reduced fare, to "stop-over" on the route; but those who go in a party, by a special car, may make special arrangements for some privileges on the route from the east. Excursion tickets from Topeka will allow "stop-over" at points of interest on the route. It is expected that the lines of railroads at the west will grant liberal facilities to teachers from the east, as well as to those from the west, who desire to visit friends and relatives before returning home. The Missouri River Passenger Association has authorized the Union Pacific, and the Atchison, Topeka, & Santa Fe railroads, to issue tickets to teachers in attendance at the meeting of the National Educational Association at Topeka; to all points on their lines in the northwest, at the rate of one fare for the round trip. See Bulletin, pages 6 and 7, for other excursion rates.

From places in New England, round-trip tickets will be sold (see Bulletin for rates). Address Wm. E. Sheldon, Boston, for particulars. Tickets on sale for going, from July 5-12. Good for return passage until Sept. 10.

From places in Ohio, Indiana, Michigan, and Southern Illinois.—Round-trip tickets will be sold by the several railroads in this territory for Topeka and return at fare one way; these tickets will be on sale from July 6, to the 12th, inclusive, and valid for going passage until July 13. The tickets are limited for the return passage to July 30; but in case holders require longer limits

Messrs. C. S. Stebbins and W. F. White will be accorded the right to extend such limits at their discretion. This extension may be secured at Topeka. The round-trip tickets will be sold to teachers and immediate members of their families, on presentation of certificate signed by the superintendent of schools for the county or city in which the teacher is employed. Tickets via Michigan Central Railway, good for return until Sept. 4.

From places in Nebraska, Kansas, Missouri, Arkansas, and part of Texas.—Round-trip tickets will be sold for Topeka by the principal railroads in this territory at fare one way, from July 8, to the 12th, inclusive. The tickets are limited for return to July 20; but in case holders desire to join any of the low rate excursions from Topeka, the ticket for return will be extended in Topeka by the line over which the ticket is issued. Teachers must present certificates of a superintendent of schools to the ticket agent when purchasing tickets for Topeka at places in this territory.

From places in Illinois, Wisconsin, Iowa, Minnesota, and Dakota.—Round-trip tickets will be sold for Topeka by the principal railroads in this territory at fare one way. The tickets will probably be on sale from the 7th to the 12th of July. The return passage is limited to July 20; but the time may be extended at Topeka by Mr. C. S. Stebbins and Mr. W. F. White, as provided for tickets from other territories. Teachers must present certificates of a superintendent of schools, to identify them to the ticket agent when purchasing tickets for Topeka, in this territory. All tickets for return trip must be stamped by Wm. E. Sheldon, secretary, at Topeka. Definite information will be furnished at Topeka, relative to all excursions from that place.

N. A. CALKINS, President,

124 EAST 80TH STREET, N. Y.

WM. E. SHELDON, Secretary,
3 SOMERSET STREET, BOSTON, MASS.

THE OHIO STATE TEACHERS' ASSOCIATION MEETS AT CHAUTAUQUA LAKE, NEW YORK, JUNE 29, 30, AND JULY 1,

With the following program:

SUPERINTENDENTS' SECTION.

TUESDAY.

Inaugural Address..... Prof. C. L. Loos, Dayton.
Paper—The Intellect..... Dr. Eli T. Tappan, Gambier.
Discussion opened by Dr. I. W. Andrews, of Marietta.
Paper—Methods of Promotions..... Supt. E. S. Cox, Portsmouth.
Discussion opened by Supt. J. C. Hartzler, of Newark.
Paper—Moral Instruction..... Miss Lucia Stickney, Cincinnati.
Discussion opened by Supt. W. S. Eversole, of Wooster.
Paper—Ohio History in Ohio Schools..... Supt. J. B. Peaslee, Cincinnati.

GENERAL ASSOCIATION.

WEDNESDAY.

Inaugural Address..... Supt. W. W. Ross, Fremont.
Paper—National Illiteracy..... Prof. E. W. Coy, Cincinnati.
Discussion opened by Hon. John Eaton, of Athens.
Paper—Management of Schools in Township Districts, Supt. W. W. Donham, Forgy.
Discussion opened by Supt. Horace Ankney, Alpha.

OHIO TEACHERS' READING CIRCLE.

Lecture—Hamlet. By Dr. W. B. Whitlock, of Ohio Wesleyan University, Delaware.

THURSDAY.

Paper—Industrial Education..... Supt. J. W. Dowd, Toledo.
Discussion opened by Prof. N. M. Anderson, of Cleveland.
Annual Address..... Andrew J. Rickoff, of New York.
Teachers' Reading Circle—Report of Sec'y and Treas., Supt. E. A. Jones, Massillon. Brief reports of corresponding members.

WISCONSIN TEACHERS' ASSOCIATION.

The annual meeting of the Wisconsin Teachers' Association will be held in the Assembly Chamber, Madison, July 6, 7, and 8. The usual arrangements have been made, providing for reduced rates of entertainment at the hotels, and of fare upon the railroads.

REPORTS OF COMMITTEES.

High Schools—J. W. Stearns.
Common Schools—W. H. Chandler.
The Relation of the Schools to Public Health—A. R. Sprague and Rose C. Swart.
Address—The Ventilation of School-houses—J. H. Kellogg, M.D., Battle Creek, Michigan.

PAPERS.

The Natural Method in Language Teaching—Susie A. Sterling.
Science Teaching in the Secondary Schools—F. H. King.

THE COUNTY SUPERINTENDENT.

What may reasonably be expected of him?—Robert Graham.
What difficulties does he meet?—E. C. Wiswall.
How may his hands be strengthened?—J. W. Stearns.
It is hoped that the matter of industrial education may be presented; also, some other questions of present interest. Ample time will be afforded for discussion.

CONNECTICUT.

The Barnum Prize Rhetorical Exercises were held at Bridgeport, June 11. James W. Thompson took the 1st prize and Beale Stevens the 2nd. The prizes were recently provided for by Mr. P. T. Barnum's gift of one thousand dollars to the city, the income of which is to be used each year for the purchase of two prizes to be given to the best orators of the senior class in the High School. Mr. Barnum was present and so much pleased that he commissioned Supt. Harrington to purchase four silver medals for the unsuccessful contestants.

Considerable excitement prevails in the town of Woodbridge over the killing of Charles Bishop, a seventeen-year-old pupil, by the teacher, Harry Elliot. Bishop had been cherishing a grudge against the teacher for over a year, because of a whipping received from him, and with two companions attempted an assault

upon Mr. Elliot, but which the teacher eluded by returning from school by another route. On the 27th of May, Bishop and his companions, all masked, made a second attack just as the teacher was leaving the school-house in the afternoon. As Bishop seized him, he grabbed a club and struck the boy a couple of blows, the second upon the skull. From the effects of this he died. Public sentiment attaches no blame to Elliott, who acted merely in self-defense.

DAKOTA.

The Sioux Valley Teachers' Association held its first session June 3 and 4. A paper on the "Country Schools" was read by Mr. Jerome Riley, pointing out some of the most urgent needs and suggesting remedies. "Science in the Primary Schools" was discussed by Rev. Frederic Gardiner, "Right Reading" by Miss Hattie Hart, "Drawing in the Grammar School" by Prof. C. S. Richardson, of Madison normal school, and "The Teacher's Preparation" by Miss Melvin Berkholder. Miss Josie McCormack read a paper entitled "Put Yourself in Our Place," and Gen. W. H. H. Beadle, of Yankton, delivered an evening lecture on "Practical Education."

Miss Hattie A. Hunter has resigned her position in the Aberdeen school to go to Independence, Ia.—The North Dakota Teachers' Association will hold its next meeting at Valley City, June 30, and July 1. The South Dakota Association will be held on the same date. The following persons have been selected to deliver addresses and read papers: Rev. Dr. Wm. M. Blackburn, President of the Pierre University, East Pierre; Hon. A. Sheridan Jones, Territorial Superintendent of Public Instruction, Olivet; Dr. J. R. Herriek, President of the University of Dakota, Vermillion; C. F. Gates, Canton; Miss Mattie Darrow, Brookings; E. P. Holbrook, Pierre; Miss A. F. Whiting, Frankfort; C. M. Young, Tyndall; Miss Sadie Ellithorp, Altoona; A. F. Bartlett, Yankton; and Mrs. Flora Z. Wagner, Crandon.

The leading teachers of Benson County met at Minnewaukon recently and organized a teachers' association. The following is the program prepared for the next meeting: Primary Reading, Mr. W. J. Marley; Address, Mr. A. J. Samson; Primary Geography, Miss E. Nash; Select Reading, Miss O. Harshman; Fractions, Miss G. H. Mitchell. An additional topic—the formation of a reading circle—was agreed upon.

GEORGIA.

MR. FRANK H. CURTIS is the principal of the Female College at Augusta, an institution designed for the thorough education of young ladies who desire to better prepare themselves for the home, society, and discharge of life's duties. He has the support of a large and intelligent board and an able faculty of teachers.

ILLINOIS.

The Clinton Co. Institute was held at Carlyle, last week, conducted by J. C. Burns, assisted by Prof. L. Mesick and J. H. Brownlee.—Supt. T. J. Lee, of Coles Co., holds three institutes during the month of July at Oakland, beginning on the 5th, one at Charleston the 12th, and one at Mattoon the 19th. Each will be in session one week.—Miss H. H. Hickox, of Anamosa, Ia., who has been taking a kindergarten course at the Cook Co. Normal School, has accepted a position in the recently established normal school at Watertown, Dak.

IOWA.

The normal institute of Cedar County will be held at Tipton, July 10, August 6. Conductor,—Prin. J. C. Johnson; Instructors,—Prin. H. H. Douglas, Prin. H. A. Holanter, Mrs. H. H. Douglas, and Miss Mary Chapel; Lecturers,—Prof. Henry Sabin, Clinton, Col. J. W. Bain, Louisville, Ky., and Mrs. Kate Cray, Spencer, Ia.

Keokuk Co. Institute will be held on July 19. Prof. H. H. Seorley, of Oskaloosa, will conduct it, assisted by Mrs. M. Burke and Supt. W. J. Dean, of What Cheer, J. J. Pollard, of Sigourney, and Prin. S. S. Wright, of Keola. Supt. Nannie Torrance reports the reading circle of the county in a very prosperous condition.—Supt. Lottie E. Granger, of Page Co., will hold an institute from July 26 to August 13.—Supt. Barrett writes that the teachers of Howard and Mitchell Counties had a very enthusiastic meeting at St. Ansgar, May 15.—Scott Co. Institute will be held at Davenport, July 16, to August 6, C. E. Birchard, Co. Supt.—State Supt. Akers has prepared a graded course of study for the normal institute. It covers a period of four years, and each year's course comprises work in mathematics, language, science, didactics, and general subjects. The superintendents are recommended to grant to those who can pass a satisfactory examination in each course, certificates specifying the course completed.

A Convention of County Superintendents and Teachers of the First District of Iowa, was held at Mt. Pleasant, May 18 and 19. The following persons took part in the program and discussions: Superintendents J. W. Akers, H. J. Bell, Belle Kilgore, Nannie Torrance, Mrs. L. G. Murdock, E. G. Ashby, W. J. Meda, W. A. McIntire, Mr. P. L. Kindig, Miss Julia Scofield, Mr. R. H. Eastman, Prof. Grumbling, Supt. R. W. Anderson, Mr. M. J. Pacey. The following officers were elected for the ensuing year: President, Mrs. L. G. Murdock; Vice-Presidents, E. G. Ashby, and J. P. Riggs; Secretary, S. N. Hopkins; Treasurer, M. Hedgro. Executive Committee, W. A. McIntire, Nannie Torrance, and H. J. Bell.

NEBRASKA.

Burt Co. Institute will be held at Tekamah, July 19 and 30.—The next meeting of the Polk Co. Teacher's Association will be held June 12. The summer normal opens July 26 and continues three weeks.—Supt. Dayton Ward, of Dixon Co. has organized a very promising reading circle for the teachers of his county.

NEW JERSEY.

The scholars of the Mahwah School gave an entertainment on May 29, which was greatly enjoyed by all in attendance. Miss Tuckman has been engaged for another term by the Mahwah School Board.

NORTH CAROLINA.

The North Carolina Teachers' Assembly will be held at Mt. Mitchell Hotel, Black Mountain, June 22, to July 7. The opening address will be delivered by Dr. R. H. Lewis, President. The following exercises and addresses are upon the program: Kindergarten Work, Miss E. M. Coe, Prin. Kindergarten Institute, New York.

First Step in Teaching, Mrs. M. E. Humphrey, Goldsboro Graded School.

Drawing..... Prof. W. G. Randall, Marion High School.
Music..... Dr. Aug. Kuntzeimer, St. Mary's School, Raleigh.
Character the End of Education, } Prof. S. S. Woolwine, Wool-
The Teacher in the School-Room, } wine, High School, Nash-
Boys and Girls, } ville, Tenn.

North Carolina and Education..... Gov. A. M. Scales.
North Carolina Teachers and Schools, Hon. S. M. Finger, Supt.
Public Instruction.

Wonders of the Human Body, } Prof. Geo. B. Groff, M.D., Penn-
Healthy Homes, } sylvania.
Teaching History, Prof. E. A. Alderman, Supt. Goldsboro Graded
Schools.

Theory and Practice of Teaching, Prof. Nelson B. Henry, Uni-
versity N. C.

North Carolina History..... Prof. E. C. Branson, Athens, Ga.
Mandates of Christ, Rev. C. E. Taylor, D.D., President Wake
Forest College.

Ethics of the Dust..... Prof. Geo. T. Winston, University N. C.
General History..... Miss M. R. Goodloe, Marion.
Tales from Shakespeare, Prof. E. P. Moses, Supt. Raleigh Graded
Schools.

Last Days of Pompeii, Prof. J. B. Brower, President Murfreesboro
Female Institute.

Self-Help..... Prof. H. L. Smith, Principal Selma High School.

Improvement of the Mind.....
Winston Graded School, J. L. Tomlinson, superintendent, gave
a closing entertainment that netted \$300 for a library fund.—
Supt. E. P. Moses, of Raleigh Graded schools, will lecture in the
Newton State Normal and Wayne County Institute this summer.
—Prof. T. J. Mitchell has been elected superintendent of the
Charlotte Graded schools for the fifth time. These schools closed
with a fine entertainment in the Opera House. So many had to
leave without getting into the house, that a repetition was re-
quested.

ONTARIO.

In the program of the fourteenth annual meeting of the Amer-
ican Health Association, to be held at Toronto, Oct. 5-8, occur the
following subjects: "The best methods and the apparatus neces-
sary for the teaching of hygiene in the public schools, as well as
the means of securing uniformity in such instructions," and
"The sanitary conditions and necessities of school-houses and
school life."

PENNSYLVANIA.

The Institute at Corsica under the principalship of Prof. Sax-
man is very prosperous and still improving. The people of the
place warmly appreciate the work Prof. Saxman is doing for the
young people.

MR. ELMER B. MCKEE, a graduate of the Oswego Normal and
Training School, and a successful teacher for several years, is
again at liberty to spend some time in institute work, in which
he has already had a successful experience.

TENNESSEE.

The Greene Co. normal will be held at Greenville, July 26 to 31.
—The teachers of Gibson Co. have organized three associations,
which hold monthly meetings on the 1st, 3rd and 4th Saturdays
respectively.—Supt. H. B. Wallace, of Williamson Co., holds
monthly institutes for his teachers.—State Supt. Thomas H.
Paine will hold a state normal institute at Franklin, beginning
June 28.—Bedford Co. institute will be in session three weeks
beginning June 19.

WISCONSIN.

Supt. ANDERSON, of Milwaukee, in his annual report which has
just appeared, says of the new normal school in that city: "The
organization of the new normal school has been conducted by the
state board with a generous regard for the welfare of Milwaukee
schools, and upon a basis giving substantial proof that the first
and paramount consideration in defining its character is the wel-
fare of the schools of this city. The new institution assumes that
position in the educational system of the city to which its high
mission entitles it—a special school whose functions begin and
operate upon a plane above, and not below, the level of local
academic training, having a single aim, and unembarrassed by
competing or co-ordinate instruction in the public schools. Its
establishment will go far to secure full acceptance in theory and
policy of the principle that teaching is a profession, and that only
those should be employed as teachers who are able and willing to
fit themselves for the work by attaining thorough scholarship,
and undertaking special training."

The five state normal schools expect to graduate fifty-five pu-
pils this summer, and to grant certificates to sixty-two. Platte-
ville graduates the largest class, twenty-one—the largest class,
we believe, which has been graduated from any of them since the
adoption of the four years' course. The classes at the different
schools are as follows, the first number in each case representing
the graduates, and the second those who receive certificates:
Platteville, 21 and 19; Whitewater, 10 and 18; Oshkosh, 5 and 19;
River Falls, 4 and 15; Milwaukee, 13.

PRES. PARKER, of River Falls, has been obliged to take a vaca-
tion to the close of the present year on account of ill-health.
Pres. Albee's friends are much gratified to see him at his post
again after his short vacation, looking much better.

The enrollment in the public schools of Jamesville for the
spring term was 1,230.

MR. FRED. S. SHEPPARD, who has had charge of the Prairie du
Chien schools during the past year, will assume charge of the
McMann Academy at Racine for the ensuing year. There is room
in this state for the growth of academies, notwithstanding the
excellence and vigor of our public school system, and we wish
Mr. Sheppard success in his new departure.

MISS A. E. BRATTON has resigned her position as supervisor of
practice work in the River Falls Normal School, and will give up
the work of teaching.

The high school at Hoodsburg, of which Mr. A. B. West is prin-
cipal, has just purchased some thirty-five volumes of miscellane-
ous books as the beginning of a school library. The books have
been very judiciously selected, being such as cannot fail to inter-
est young people, and at the same time awaken in them an inter-
est in the things of the understanding. The funds for the pur-
chase are the profits of a lecture course maintained by the high
school during the past winter.

Of the new buildings at the State University the machine shop
is the first finished, furnished, and put to use. The southeast
room is devoted to wood working, and the rest of the building

occupied by the mechanical department. All the machinery is of the most approved make, and the rooms are convenient and well lighted, and provided with every needed convenience.

La Crosse schools grow more rapidly than accommodations can be conveniently provided for the children. Many of the primary rooms are overcrowded, and the opening of two new ones has not afforded sufficient relief. There is some talk of meeting the difficulty by half-day attendance for the little ones, following the plan which was adopted in Milwaukee.

PERSONALS.

PRES. J. EDWARD SIMMONS, of the Board of Education, who has been protracted by an attack of rheumatism, was able to leave his house for a walk recently, the first time for several weeks. He sailed for Europe on the Umbria last Saturday week. J. D. Vermilye has been elected acting-president of the Board of Education during Mr. Simmons' absence.

FATHER HYACINTHE LOYSON is quoted as saying that Mr. Gladstone's eloquence "is the grandest of any that this age has produced," which is more than can be said of the reverend gentleman's grammar.

The commencement address before the Worcester Institute of Industrial Science will be given July 1, by Dr. B. G. NORTHRUP, on "Education and the Labor Question."

HON. GEO. B. HOYT, of Albany, died very suddenly at his residence, May 15. Mr. Hoyt has long been known in Albany as a public-spirited citizen, but since 1872 he has taken a part in the interests of the public schools, which has marked him as a public benefactor of the place. At that time he was chosen a member of the board of public instruction and entered into the discharge of his duties with his whole heart, giving freely of his time and ability without the least thought of personal aggrandizement or advantage. He was particularly fitted both by temperament and study to occupy such a position, and his advice on educational matters was eagerly sought and as frequently accepted.

DR. DIO LEWIS recently died at his home in Yonkers. He was thrown from a horse, the wounds were aggravated by a subsequent cold, and erysipelas set in and caused his death. No man can ever properly be called the father of a great movement; and the movement which began some thirty or forty years ago toward hygienic reform deserves the title of a great movement. But Dr. Dio Lewis, though only one of many reformers, was foremost in promoting it. Prior to that time the only work which the medical faculty recognized as theirs was curing the sick. Dr. Lewis set himself to teach the well how to keep well. If he did not wholly arouse, he at least guided into wise channels, athletic enthusiasm. The introduction of systematic physical culture into our schools and colleges is due, probably, to no single influence more than to his own. He lived to see the reform which he did so much to inaugurate come into general acceptance; we wish we could also say that he saw physicians generally acting upon the principle that an ounce of prevention is worth a pound of cure.

The appointment of **SUPT. GEORGE GRIFFITH**, of Lockport, as Professor of the Science and Art of Education in the New Paltz (N. Y.) State Normal School, has already been mentioned in the JOURNAL. Professor Griffith was born at Trenton, Onondaga Co., Sept. 11, 1853, graduated at Whitestown Seminary in 1872, and at Hamilton College in 1877, and taught two terms in district schools, four terms at Westerville, and three years at New Berlin before his appointment to his present position. He was also school commissioner for the 4th district of Onondaga County from 1878 to 1881. He holds a state certificate by examination, and was secretary of the State Teachers' Association in 1882. From 1883 to 1886 he has been superintendent of the schools of Lockport. On the occasion of his resignation at this place in order to enter the important field of work to which he has been elected, the Board of Education of Lockport,

"Resolved: That this board hereby express its appreciation of Supt. George Griffith as a gentleman of thorough culture and incorruptible integrity, and as an educator of broad, liberal, and progressive views, whose devotion and fidelity to his work during the three years he has been with us, and unfailing courtesy, candor, and manliness, have elicited our unqualified commendation; and that, while at the close of the current school year we shall part with him with regret, we heartily congratulate him upon his promotion to a more exalted and remunerative field of labor, and most earnestly commend him as in every way worthy of the honor that has been conferred upon him."

Professor Griffith is one of the rising educational men of this country. His training as superintendent has brought him into close sympathy with teachers, and his thorough educational preparation has prepared him to grasp the principles of the science of education. We are safe in predicting for him a brilliant future.

SUPT. V. G. CURTISS has been elected superintendent of the public schools of Winona, Minn. He is a popular and well-known educator in the northwest. For the past three years he has been in charge of the public schools of Stillwater, and has been prominent in educational circles from his marked success in organizing and establishing the schools of that city upon the latest and most approved plans and methods. He came to Stillwater from Corry, Pa., where he was superintendent of schools for ten years. He has been re-elected in Stillwater at a salary of \$2,000, and is strenuously urged to remain there, both by the citizens and the Board of Education. We understand that he has in no way sought the position offered him at Winona. The salary, \$2,500, is not disproportionate to the increased labors and responsibilities at Winona, for it has one-third more schools, teachers, and pupils than Stillwater. Supt. Curtis is a man in middle age, thoroughly educated and trained for his profession, and will remove to Winona early in the summer.

SUPT. S. T. DUTTON, of New Haven, who has recently been elected president of Association of New England Superintendents, is engaged as a speaker at Bar Harbor, and will also attend the National Association at Topeka.

HON. D. N. CAMP, of New Britain, and Principal George R. Burton, of New Haven, will be the delegates from the Connecticut Council to the National Council of Education.

SUPT. L. W. DAY, recently elected to take charge of the Cleveland (O.) schools, is a man of large experience and sound educational ideas. He knows enough to keep the Cleveland schools where Dr. Rickoff put them, and we believe he has the ability to do so.

BOOK DEPARTMENT.

NEW BOOKS.

FIRST STEPS IN LATIN. A Complete Course in Latin for One Year. By R. F. Leighton, Ph.D. Boston: Ginn & Co. 431 pp. \$1.20.

This work embraces the fruits of mature Latin scholarship, and the skill of a practical teacher, with the experience of a successful author of elementary classical textbooks. It opens with a short and easy review of English grammar, the essential points being represented in a strong outline. Special attention has been given to order and arrangement. The simple verb-forms are presented first. Sentences are given from the start, with questions and answers in easy succession. Both the English and Roman methods of pronunciation are explained, and the phonetic value of the letters is taught. Early in the course of the book exercises for sight-reading are introduced, and thorough knowledge of the principles is secured by the exercises in composition.

A marked feature of the book is that the type is adjusted to the matter, so that the eye can easily catch the leading topic of the page, and see the relative importance of the rules, remarks, and observations. Toward the close of the book are found notes, a finely executed map of Gaul in the time of Caesar, an index, and a vocabulary.

THE KINDERGARTEN AND THE SCHOOL. Illustrated. Springfield, Mass.: Milton Bradley Co. Cloth. \$1.00.

One of the most comprehensive yet concise outlines of the life and work of Froebel, with a clear, intelligible statement of the theory and methods of the kindergarten, is presented in this volume, which has been so planned and prepared as to satisfactorily meet the demands of the most exacting, yet be entirely free from the often confusing technicalities. The book is divided into five chapters. The first treats Froebel, the man and his work, giving a brief sketch of his life, and what he had accomplished during his life, quoting often his own words, besides a review of the effect of his work upon subsequent education and methods of teaching. This chapter itself is an inspiration for the teacher who has put his heart into his work. The second chapter is a review of the theory and method of the kindergarten, by Angeline Brooks, in which she first defines education, and then speaks of the importance of an early education, telling the means to be used, the laws to be followed in the use of these means, and the results which are possible from a training according to the methods of the kindergarten. Teachers and others will here be enlightened upon many subjects which they have heretofore but imperfectly understood. The third and fourth chapters treat the practical application of the gifts and occupations of the kindergarten, and the use of the kindergarten materials in the primary schools, giving several colored illustrations of paper work through the various processes of folding, producing symmetrical forms, and forms of life; of paper cutting and pasting; of paper weaving, etc.; and also illustrations of other work, as embroidery, needle-work, etc. The last chapter tells briefly the proper connection of the kindergarten with the more advanced schools, suggesting how the methods and principles of the kindergarten can be introduced into the higher grades of instruction. Teachers will be able to see from this that the foundation stones of a broad and evenly developed mental and industrial training have been laid in the kindergarten, and that consequently the superstructure will be strong, well balanced, and safe. The book has for a frontispiece a well executed steel-plate portrait of Froebel, and is well bound in cloth, with title in black and gold.

NINETEENTH ANNUAL REPORT OF THE STATE BOARD OF EDUCATION, OF MARYLAND, 1884-85. Hon. M. A. Newell, Secretary.

Circulars were sent to the several county Boards of Education requesting information, recommendations, and statistics of educational matters in the districts, the replies to which were audited and revised and included in this pamphlet as the report of the state Board of Education. The recommendations of the county Boards are embodied in the first hundred pages of the report; the next seventeen comprise the state tables, and this is followed by the statistical reports of the school commissions of the several counties and the city of Baltimore, in all making one volume of nearly four hundred pages.

SONGS OF PROMISE. By J. H. Tenney and Rev. E. A. Hoffman. Boston: Oliver Ditson & Co.

There are over thirty composers represented in the contents of this little music book, which has been especially prepared for use in Sunday and common schools, and in prayer, praise, and conference meetings. There are also many arrangements from Beethoven, Rossini, Bellini, Verdi, Schubert, and other classical composers included. There has been considerable attention paid to the selection of appropriate and excellent Easter music, and the index of subjects includes many of the best hymns and anthems of the day. The book comprises over one hundred and fifty pages of music arranged for piano or organ.

AMERICAN HISTORY. By Henry C. Northam. Syracuse, N. Y.: C. W. Bardeen & Co. 300 pp. 75 cents.

American history is taught in this volume through a series of helps or associated ideas, the bare outlines are given and may be filled in by supplementary reading. The history of the United States is divided into five periods: I, from 1492 to 1607, the period of discovery and exploration; II, 1607 to 1775, the colonial period; III, 1775 to 1781, the revolutionary period; IV, 1781 to 1789, the period of confederation; V, 1789 to present, the constitutional period. During the revolutionary period the author takes the initial of the most important event each year and their sum makes the word, Liberty; thus: 1775, Lexington; 1776, Independence; 1777, B-urgoyne's surrender; etc. During each of the presidential administrations, the leading facts are presented in the order of their political importance, etc. Then we come to the Civil War, when another plan is suggested for fixing the facts in the order of their occurrence. Here we get the words, Slaves Freed, from 1860 to 1870; thus: 1860, S-cession of S. C.; 1861, Lincoln's inauguration; 1862, A-ntietam; 1863, V-icksburg; etc. After the facts of history are all presented, the author has arranged a system of charts, as unique as they are original. Their plan and arrangement are such as will attract the attention of the pupils and help to interest them in the study. Then follow sketches, upon finances, railroads, confederations, treaties, the American flag, brave and noble words, biographies of the presidents, etc. Teachers will find in this volume many valuable suggestions, because of being original and practical.

MARCH THROUGH THE YEAR WITH THE POETS. Edited by Oscar Fay Adams. Boston: D. Lothrop & Co. 75 cents.

The fourth volume of this popular little series devoted to March made its appearance promptly on the first day of the month it celebrates, but it is not by any means past the stage of pleasant reading, containing as it does such gems as Mr. Howell's charming poem: "In Earliest Spring," Bryant's "March," Ella Wheeler Wilcox's "A March Snow,"—one of the best things she has ever written,—Louise Imogen Guiney's exquisite "Spring," Henry Timrod's balsamic "Spring in Carolina," and many other poems, songs and sonnets which will commend themselves both by their intrinsic merit and their seasonableness to the poetry-loving reader. Four original poems are contributed by prominent authors, making altogether a bright and attractive little book.

THE CORRESPONDENT. By James Wood Davidson, M. A. New York: D. Appleton & Co. 60 cents.

This highly entertaining little volume is not a "handy letter writer," as one might infer from its title. Its aim is simply to instruct the unlettered in the matter of addresses, titles, superscriptions, etc., and the reader can readily understand the avidity with which a plebeian community will grasp after, appropriate, and eventually assimilate information of so vital importance. Who will not be pleased to learn, for instance, that the correct salutation of an alderman is "Sir," and that in the "complimentary close" of the letter one may "have the honor to be" the alderman's "obedient servant," with the delightful alternative of "begging to remain" in the same subservient relation to so distinguished a personage? Or who can fail both of enjoyment and enlightenment through the author's further assertion that "As a body, aldermen are honorable." If he had only appended the definite address of certain individuals who have lately gone out from this honorable body, the wide usefulness of his little book would be even farther extended.

The volume is arranged alphabetically; and within its sweep includes a list of titular abbreviations, and the salutatory and valedictory formulas prescribed toward abbots, archdeacons, barons, boards of education, clergymen, commissioners, dentists, dukes, emperors, popes, princes, and other high officials and potentates. He has said nothing about editors and poets, but perhaps this omission is hardly of consequence as anybody knows just what to write to an editor and tell him how to edit his paper; while people are bothered every day about varying the monotony of their correspondence with dukes and emperors. It is a useful little book.

TALKS WITH MY BOYS. By William A. Mowry, A. M. Ph. D. Boston: Roberts Brothers.

This is a revised edition of a book which, at its first appearance some time ago, impressed one as thoroughly commendable from every point of view. The title itself indicates precisely what the book is. Its contents are the outgrowth of twenty years' association with boys in the school-room; the author having found during that time many occasions for practical talks and earnest hourly advice on matters of everyday life, which were not directly a part of school routine.

The pleasant familiar vein in which these suggestions are given render them palatable to young men; and certainly they convey many valuable hints to older ones. The book will be a great aid to any teacher in presenting truth effectively to the young; and will help and encourage many pupils of the schools to a higher life and nobler ambition.

CASSILL'S NATIONAL LIBRARY: No. 12.—Life and Adventures of Baron Trenck, Vol. II.; No. 15.—Selections from the Table Talk of Martin Luther; No. 16.—The Wisdom of the Ancients and New Atlantis; No. 17.—Francis Bacon. By Lord Macaulay. New York: Cassell & Co. 10 cents per number; \$5.00 per year.

The first volume of the "Life and Adventures of Baron Trenck," was noticed some time ago in the JOURNAL, and we have here another installment of nearly two hundred pages, which completes the rehearsal of the career of this remarkable man.

"The Selections from the Table Talk of Martin Luther," have been taken from the translation made by Captain Henry Bell, during the reign of Charles I., and throughout, the main idea has been to preserve as much as possible the peculiarity of Luther's mind and character. The volume is prefaced by the testimony of Jos. Aurifaber, D.D., concerning Luther's divine discourses, and Captain Henry Bell's narrative of the miraculous preservation of Luther's "Divine Discourses at the Table."

The next volume in this library, "The Wisdom of the Ancients" and "The New Atlantis," are by Francis Bacon. They were first written in Latin, and the translation of "The Wisdom of the Ancients," here given was made by Sir Arthur Gorges. "The New Atlantis," is not exactly finished but is valuable as one of Bacon's last writings.

"The Life of Francis Bacon," written by Lord Macaulay, possesses all the purity of its author's style as a help to students of literature, as well as the value of being a biography of a cool, practical philosopher.

All the volumes of this library are reprints of standard works which have been tried by time and found satisfactory.

REPORT ON EDUCATION IN ALASKA. With Maps and Illustrations. By Sheldon Jackson, U. S. General Agent of Education in Alaska. 1886.

In a pamphlet of less than one hundred pages the General Agent of Education in Alaska has presented considerable valuable information on the country, the people, the state of society and civilization in, about, and distant from the villages and trading posts and the coast. He speaks in terms of unmeasured commendation of the salutary effect of the introduction of manual and industrial training into the schools of the natives. The pamphlet contains many interesting illustrations, among which may be mentioned as especially commendable, a group of Eskimo boys and girls, uncivilized, Eskimo family, uncivilized and civilized, traveling with bidarka, a map of Alaska, and a map of southeastern Alaska.

REPORT OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION OF THE PROVINCE OF QUEBEC, 1884-85. Hon. Gedeon Quimet, Superintendent.

From this report, we glean some valuable information of the benefit to teachers which has been derived from institutes and normal schools. The report of the superintendent alone comprises but twenty-five pages, but there are several appendices added—reports of school inspectors, with statistical tables; a summary of statistics of the common schools,

supplied by the secretary-treasurers; statistics of superior educational institutions; normal school statistics; minor statistics; reports of the Catholic and Protestant Commissions of Montreal and Quebec; and minutes of the Catholic and Protestant committees of the Council of Education, in all making a volume of over four hundred and fifty pages, printed in large clear type on good paper.

MODERN LANGUAGES IN EDUCATION. By Geo. F. Comfort. Syracuse, N. Y.: C. W. Bardeen. 25 cents.

Since the first presentation of this paper before the American Philological Association in 1872, and afterwards published in *Scribner's Monthly*, it has been regarded as a strong argument in favor of modern instead of the ancient languages in the high school and college curricula. It covers nearly all the points involved in the discussion of which system is preferable. The present issue is a small, neatly printed pamphlet of forty pages.

HOW TO TEACH PENMANSHIP IN PUBLIC SCHOOLS. By J. L. Burritt. Syracuse, N. Y.: C. W. Bardeen. 16mo, 62 pp., and Chart. 60 cents.

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The Thirty-Second Annual Report of the Ohio State Commissioner of Common Schools is a volume of special interest to all concerned in the schools of the state. The Commissioner discusses a variety of educational topics, and

makes several important recommendations. There is about the usual array of statistics. The publication of the names of all the members of the state Board of Examiners, from the first appointment in 1864 to the present time, and the names of all who have received state certificates, is a commendable feature of the report.

NEW GAME OF TEMPERANCE PHYSIOLOGY. Scottsdale, Pa.: Gallagher & Shaw. 1886. \$1.00.

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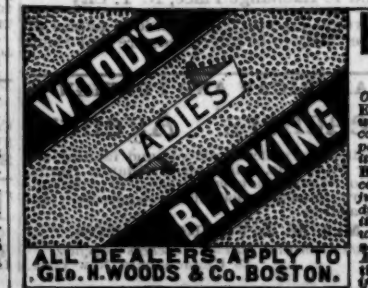
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